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ABSTRACT

This Oklahoma curriculum guide contains six units. Each instructional unit includes some or all of these basic components: performance objectives; suggested activities for the teacher; pretest; handouts; information sheets; transparency masters; assignment sheets; job sheets; practical tests; written tests; and answers to pretest, assignment sheets, and written test. All of the unit components focus on measurable and observable learning outcomes. The six units are as follows: (1) recognizing face and neck anatomy; (2) preparing for a facial; (3) removing superfluous hair; (4) performing related services, such as facial hair lightening, applying strip and individual eye lashes, and lash and brow tinting; (5) applying basic make-up; and (6) applying corrective make-up. (CML)

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Cosmetology Series

Basic Facialist

ED 333 997

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**Oklahoma Department of
Vocational and Technical Education
Stillwater, Oklahoma**

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Basic Facialist

Developed by the
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for the division of Trade and Industrial Education
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TI 1259

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BASIC FACIALIST

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FOREWORD

This publication is designed to direct and support instruction in an occupational spin-off area within vocational cosmetology programs in the State of Oklahoma. Teachers need quality instructional materials if they are expected to provide instruction for students in specialized service areas within the field of cosmetology. Great care was taken to include competencies that reflect both the applied academics and higher-order thinking skills inherent within the cosmetology field.

Skin care services are definitely emerging as "an industry of the future" in cosmetology. Along with the financial opportunities open to a cosmetologist offering facial services, the very nature of the operation demands thorough preparation in chemistry and anatomy. Furthermore, higher-order thinking skills are absolutely required. For example, not only is there a myriad of facial care products now available on the market, but new ones are appearing on a daily basis. An individual providing facial services must be able to analyze the physical composition of skin and cross walk their knowledge of chemistry to select the appropriate skin care products. And, then, if there is a reaction to a product, a cosmetologist must be able to size up the situation and take appropriate measures immediately.

The competencies have been developed and validated by a committee of teachers and industry representatives in a series of meetings where their respective expertise was put to the test. Appreciation is expressed to the many individuals who contributed their valuable time and experience in the development of this important publication. Teachers will be more effective with the proper use of this material.

Ivan Armstrong
State Supervisor
Trade and Industrial Education
Oklahoma Department of Vocational
and Technical Education

PREFACE

This publication is one of a series of instructional materials designed to assist the instructor and students in understanding the latest concepts and techniques of the instructional phase of the cosmetology programs. For several years, the cosmetology instructors have been using any material they could find concerning trends, techniques, and practices to make their classes more acceptable and relevant to today's market. This publication has much of this information in an accessible form to be used in the classroom and laboratory. This guide should make the material to be covered more meaningful and helpful to both the instructor and the student.

The cosmetology instructors who served on the curriculum advisory committee are to be commended for their tireless efforts and for the input they have made to this publication. We believe that this guide will have a great influence on the Cosmetology instructors and students throughout the United States and will promote professionalism in this very worth-while vocation.

Greg Pierce
CIMC Coordinator
Oklahoma Department of
Vocational and Technical Education

ACKNOWLEDGEMENTS

The CIMC would like to extend appreciation to those individuals who played important roles in the development of the Basic Facialist curriculum. The Basic Facialist curriculum is the first of a seven part series of curriculum that is under development for Cosmetology instructors. Any project as comprehensive and involved as Cosmetology requires the contributions of a great number of people. We are thankful for the tremendous support we have received.

Special recognition and gratitude goes to Jeanette A. Rogers, the writer, who contributed her time, talent, and technical knowledge in determining the content of the publication. Thank-you also goes to the administrators at Tri Country Area Vocational And Technical School for their cooperation during the development of this project.

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A thank-you goes to Indian Meridian Area Vocational and Technical School in Stillwater, Oklahoma for their assistance in the preparation of the cover for this project. A special thank-you to Clare Scott and her Cosmetology students who were three of the models for the cover.

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Special appreciation and thank-you goes to Sue Buck and Marsha Sneed who were instrumental in the original development of the cosmetology duty/task list, and the design of the seven book series. Their assistance was invaluable.

Marilyn Kay Troupe
Curriculum Development Specialist

USE OF THIS PUBLICATION

INSTRUCTIONAL UNIT

Basic Facialist contains six units. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the teacher, pretest, handouts, information sheets, transparency masters, assignment sheets, job sheets, practical tests, written tests, and answers to pretest, assignment sheets, and written test all of which are included in the instructor edition. The student workbook includes the objective sheets, handouts, information sheets, transparency masters, assignment sheets, and job sheets. Pretest, practical tests, and written tests may be duplicated for classroom use or additional copies may be purchased by calling 1-800-654-4502, In Oklahoma 1-800-522-5810, ext. 589.

All of the unit components "zero in" on measurable and observable learning outcomes. Instructors are encouraged to supplement, personalize, localize, and motivate with these materials to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the instructor will help him or her determine the following.

- Amount of material that can be covered in each class period.
- Skills that must be demonstrated.
  - Supplies and equipment needed
  - Amount of class time needed for demonstrations
  - Amount of time need for student practice
- Supplementary materials, including print and non-print media, that must be ordered.
- Resource people who must be contacted.

Objective Sheet (white pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction, and specific objectives stating the performance necessary to reach the unit objective.

The unit objective states the overall goal of the unit. It tells what the student should be able to do and what standard will be used to see whether the student can do it. Specific objectives outline the teaching sequence of the competencies required to meet the unit objective.

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Instructors should prepare for each unit by deciding how each objective can be best taught.

Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When objectives are added, the instructor should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested Activities (pink pages) Instructor's Edition only

This component is included only in instructor material. The suggested activities page assists the instructor during the preparation stage of the teaching/learning process by providing suggestions for delivery, application, and evaluation during the instructional process. The instructor should read the suggested activities before teaching the units to allow time to obtain supplemental materials, prepare audiovisual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

References used in the development of each unit are listed in the "Suggested Resources" section, along with print and non-print media that may be used to teach the unit. These materials can be used by the instructor to supplement his or her knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Pretest Answers (Pink Pages) Instructor's Edition only

The answers to the pretest are given in this component only to the teacher.

Handouts (white pages)

Handouts are supplemental material that is not testable or graded and is nice-to-know. Handouts provide the instructor with additional activities, fact sheets, art, controversial items, and extra practice sheets. They may also include items for the gifted or remedial student.

Pretests (yellow pages) Instructor's Edition only

This component provides a pre-assessment of the knowledge that a student possesses prior to instruction. In individualized instruction, a student may challenge out of studying some or all of the cognitive objectives. In a group instructional setting, instructors may evaluate the knowledge that a group of students brings with them and determine where instruction should be emphasized.

Information Sheets (green pages)

The information sheet provides "must know" content essential for meeting the cognitive objectives on the knowledge and comprehension level of Bloom's taxonomy of educational objectives. The information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. It also may be used for coordination activities and advisory committees.

Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and instructors to ad notes that supplement, localize, personalize, or provide motivation for each unit.

The information sheet may include notes, cautions, or warnings. These should be discussed carefully and thoroughly. Notes are short verbal additions to the information sheet or procedural outline that provide nice-to-know and decision-making information. A note may tell the student what to watch for or to consider at a given step. It may explain when a step may not be applicable. Notes offer guidance that may help the student understand the process and do it more efficiently. Cautions are advisories that tell the student how to avoid causing minor personal injury or equipment damage. Warnings are advisories that tell the student to avoid serious personal injury or death to the student, persons in the workplace, or users of the project or the procedure.

Transparency Masters (white pages)

Transparency masters provide information in a special way. The students may see as well as hear the materials being presented, this reinforcing the learning process. Transparencies may present new information or they may reinforce information presented in the information or assignment sheets.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion.

Asssignment Sheets (tan pages)

Assignment sheets provide students with information and exercises to problems that address learning levels at or above the application level of Bloom's taxonomy. Assignment sheets provide written exercises for instruction and practice of a specific objective. The introduction to the assignment sheet explains how the assignment sheet relates to the subject area and unit objectives and may provide instructional information or refer students to another component for such information.

Assignment sheets are intended to provide students with practice in exercising higher-order thinking skills. Often, assignment sheets will contain case studies or story problems or other situations in which the student must analyze the circumstances and determine correct responses. Assignment sheets may ben given to the students for completion in class or for homework. Answer sheets are provided.

Job Sheets (blue pages)

Job sheets are another important segment of a unit of instruction. The job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure to complete each task or job. Diagrams, photographs, and illustration are provided to assist students in achieving the skill.

The instructor should demonstrate the procedure outlined in each job sheet. Further more, the instructor needs to localize the procedure according to the equipment and supplies available in the local lab or shop situation. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Practical Tests (yellow pages) Instructor's Edition only

The practical tests are designed to assist the instructor in the evaluation of the psychomotor activities (job sheets). The practical test provides instructors with a valid mechanism for determining a student's level of ability in performing the procedure stated on the job sheet.

Written Test (yellow pages) Instructor's Edition only

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. It is crucial to note that both paper-pencil and performance objectives must be evaluated. If objectives have been added, deleted, or modified, appropriate changes should be made on the test.

The test may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered.

The acceptable response on a unit test, eighty-five (85) percent in most units, may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each individual question. The final unit grade should be obtained by using the "paper-pencil" score along with teacher evaluations of student demonstrations of the desired skills.

Answers to Assignment Sheets and Written Tests (pink pages) Instructor's Edition only

These components are designed to assist the instructor in evaluation of student performance. The are available in the teacher's edition only.

PAGE NUMBERING

Each publication for the Curriculum and Instructional Materials Center is usually assigned a specific abbreviation. *Basic Facialist* has not been abbreviated. Each unit will be recognized by the unit number in roman numerals. Each unit in the publication begins with page 1. Each page number gives the component name, Book title, unit number, and page number within the unit. Since CIMC publications are loose-leaf, this system of page numbering was recently adopted so that pages from different manuals would not get mixed up. The page number for the objective sheet in Preparing for a Facial, which is unit II, would look like this:

OBJECTIVE SHEET - **Basic Facialist**
II - 1

METHODS OF DISSEMINATING MATERIAL

For best results, provide student materials for each student. Student workbooks contain objective sheets, information sheets, transparency masters, assignment sheets and job sheets. Pretest, practical tests, and written tests are packaged separately for students, and can be stored until needed. Students should be allowed to take their materials home at the end of the course.

TEACHING METHODS

Keeping students motivated is a challenge. Supplement the objectives by providing the "why," personal experiences, and current information. If you are going to teach the material in a group setting, prepare for the unit by deciding the best way to teach each objective and allow for student input.

If you are going to follow the plan for individualized instruction, provide opportunities that will allow each student to become involved in planning for and being responsible for his or her own education.

COMPETENCY PROFILES

A competency profile is available for each CIMC publication. Competency profiles document student performance. The profile contains a list of the specific job competencies that a student should achieve before leaving the training program. Profiles should be distributed to students as required.

CORRECTIONS AND SUGGESTIONS

The Curriculum and Instructional Materials Center (CIMC) wants to provide vocational instructors and students with materials that are accurate and effective. Although the CIMC strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected page and to indicate the correction on the copy. Mail this information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, notify the CIMC of necessary corrections as soon as possible after discovering the error. Do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

Curriculum and Instructional Materials Center
Oklahoma State Department of Vocational and
Technical Education
1500 West Seventh Avenue
Stillwater, Oklahoma 74074-4364

OBJECTIVE SHEET

RECOGNIZING FACE AND NECK ANATOMY

I

INTRODUCTION

Before giving a facial, it is important to know the anatomy of the face and neck. To keep the face looking good, you must understand where the bones and muscles are located. Knowing the location of the nerves is essential for relaxing the client. The study of face and neck anatomy will help you to give more successful facials.

UNIT OBJECTIVE

After completing this unit, the student should be able to name the anatomy of the face and neck. The student will show these competencies by completing assignment sheets and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with face and neck anatomy to their correct definitions.
2. Match cranial nerves found in the head and neck with their function.
3. Match muscles of the head, face, and neck with their correct descriptions.
4. Match motor points of the face with their correct descriptions.
5. Match bones of the head, face, and neck with their correct descriptions.
6. Identify muscles of the head, face, and neck. (Assignment Sheet 1)
7. Locate motor points of the face. (Assignment Sheet 2)
8. Identify bones of the head, face, and neck. (Assignment Sheet 3)

SUGGESTED ACTIVITIES

RECOGNIZING FACE AND NECK ANATOMY

I

PREPARATION

- Order films, videotapes, and other media to supplement unit.

DELIVERY

Objectives 1 and 2

- Discuss terms with student.
- Invite a local dermatologist to speak.
- Use Handout 1.

Objective 3

- Have students demonstrate facial expressions using the various muscles.
- Use Transparency 1 "Muscles of the Head, Face, and Neck."

Objective 4

- Have students find the motor points of the face and demonstrate massaging the points.
- Use Transparency 2 "Motor Points of the Face."

Objective 5

- Bring in a skull from a nursing program or local hospital and show students the bones of the head.
- Use Transparency 3 "Bones of the Head, Face, and Neck."

APPLICATION

Objectives 6 and 7

- Use Assignment Sheets 1 through 3.
- Have the students point out the muscles of the face and neck on each other.
- Let students draw the motor points on a mannequin.
- Have students make the bones of the face and neck with clay.

Objective 8

- Invite a medical doctor, psychologist, or counselor to talk with the students about how stress, pain, and relaxation are related to the nerves, muscles, and bones of the face and neck.

  NOTE: Supply the guest speakers with the objectives for this unit before their presentation.

EVALUATION

Pretest

- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Material

- Anatomy and Cosmetology—Slide presentation

  NOTE: These slides are available to Oklahoma teachers on a free-loan basis. Teachers may order the slides from the Media Resource Center, Oklahoma Department of Vocational and Technical Education, 1500 W. Seventh Ave., Stillwater, OK 74074

UNIT REFERENCES

- Scott, Olive P., et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.
- Kibbe, Constance V. *Standard Textbook of Cosmetology.* Bronx, New York: Milady Publishing Corp., 1972.
- Dalton, John. *The Professional Cosmetologist.* St. Paul, Minnesota: West Publishing Co., 1976.
- Anthony, Catherine Parker and Thibodeau, Gary A. Ph.D. *Structure and Function of the Body.* St. Louis, Missouri: Times Mirror/Mosby College Publishing, 1984.

PRETEST ANSWERS

RECOGNIZING FACE AND NECK ANATOMY

I

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table, which shows the correlation between the objectives and written pretest questions. Then counsel student individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
1	1, 2
2	3, 4, 5, 6
3	7, 8, 9, 10
4	11, 12, 13
5	14, 15, 16, 17

ANSWER KEY

1. a
2. c
3. c
4. d
5. b
6. c
7. d
8. b
9. a
10. c
11. b
12. a
13. d
14. b
15. b
16. c
17. a

OBJECTIVES 6-8

Refer to answers to Assignment Sheets 1 through 3.

HANDOUT 1 — RECOGNIZING FACE AND NECK ANATOMY

I

INTRODUCTION

Along with the cranial nerves in Objective 2, there are other cranial nerves which would be of benefit for you to know:

- **Oculomotor nerve**—The third cranial nerve and is responsible for eye movements. This motor nerve carries impulses from the brain to the eye muscles.
- **Trochlear nerve**—The forth cranial nerve and is responsible for eye movements also. This motor nerve carries impulses from the brain to the external eye muscle.
- **Abducens nerve**—The sixth cranial nerve and is responsible for making the eye move outward. This motor nerve carries impulses from the ear to the brain.
- **Auditory nerve**—The eighth cranial nerve and is responsible for hearing and the sense of balance. This sensory nerve carries impulses from the ear to the brain.
- **Glossopharyngeal nerve**—The ninth cranial nerve and is responsible for swallowing and tasting. This mixed nerve carries impulses from the tongue (taste buds) and throat to the brain and from the brain to the throat muscles and salivary glands.
- **Vagus nerve**—The tenth cranial nerve and is responsible for swallowing, speech, and breathing. This mixed nerve carries impulses from the throat and larynx to the brain and from the brain to the throat muscles.
- **Hypoglossal nerve**—The twelfth cranial nerve and is responsible for tongue movements. This motor nerve carries impulses from the brain to the tongue muscles.

PRETEST

RECOGNIZING FACE AND NECK ANATOMY

I

NAME ______________________________ SCORE ______

____ 1. Nerves that carry messages to the brain

a. Afferent nerves

b. Efferent nerves

c. Motor nerves

d. Motor points

____ 2. Area of muscle that contains motor nerves and are located close enough to the skin to be stimulated

a. Motor nerve

b. Sensory nerve

c. Motor point

d. Efferent nerve

____ 3. The cranial nerve responsible for the sense of smell

a. Accessory

b. Oculomotor

c. Olfactory

d. Optic

____ 4. The cranial nerve responsible for vision

a. Abducens

b. Oculomotor

c. Olfactory

d. Optic

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____ 5. The nerve that controls the muscles of the neck and upper back

a. Facial

b. Auditory

c. Abducens

d. Accessory

____ 6. The nerve responsible for taste and facial expressions

a. Trochlear

b. Trigeminal

c. Facial

d. Hypoglossal

____ 7. The muscle that raises the eyebrows and wrinkles the brow area

a. Corrugator

b. Occipitalis

c. Triangularis

d. Frontalis

____ 8. The muscle that pulls the forehead down and wrinkles the bridge of the nose

a. Masseter

b. Procerus

c. Triangularis

d. Zygomaticus

____ 9. The muscle that draws the mouth up and out

a. Caninus

b. Nasalis

c. Risorius

d. Triangularis

___10. The muscle in the neck that pulls the lower jaw downward

a. Buccinator

b. Mentalis

c. Platysma

d. Sterno-cleoid-mastoid

___11. The motor nerve that has two branches, one near the eye and one on the lower jaw

a. Facial nerve, temporal branch

b. Trifacial nerve

c. Facial nerve, main trunk

d. Facial nerve, buccal branch

___12. The motor point in front of the ear

a. Facial nerve, main trunk

b. Trifacial nerve

c. Facial nerve, mandibular

d. Facial nerve, buccal branch

___13. The motor point near the chin

a. Facial nerve, temporal branch

b. Facial nerve, main trunk

c. Facial nerve, buccal branch

d. Facial nerve, mandibular branch

___14. The two bones that form the crown of the head

a. Occipital

b. Parietal

c. Frontal

d. Sphenoid

___ 15. The two bones located in the ear area

a. Ethmoid

b. Temporal

c. Zygomatic

d. Maxillary

___ 16. The lower jaw bone

a. Vomer

b. Turbinal

c. Mandible

d. Maxillary

___ 17. The "Adam's apple" bone in the neck

a. Hyoid

b. Cervical vertebrae

c. Lacrimal

d. Palatine

NOTICE In addition to the pretest items, the student will be required to demonstrate the mastery of the following objectives.

OBJECTIVE 6 **Identify the muscles of the head, face, and neck** SCORE ________

OBJECTIVE 7 **Locate the motor points of the face** SCORE ________

OBJECTIVE 8 **Identify the bones of the head, face, and neck.** SCORE ________

RECOGNIZING FACE AND NECK ANATOMY

OBJECTIVE 1

Match terms associated with face and neck anatomy to their correct definitions.

- **Afferent**—Nerve that carries messages to the brain
- **Anatomy**—The study of the structure of organisms
- **Cranium**—The skeleton of the head that protects the brain
- **Efferent**—Motor nerve carrying nervous impulses from a nerve center to muscles and other parts of the body
- **Motor nerve**—Nerve which carries outgoing messages from the brain and spinal cord to muscles and other parts of the body
- **Motor point**—Area of muscle that contains motor nerves and is located close enough to the surface of the skin to be stimulated
- **Muscle**—Tissues that contract when stimulated and produce motion
- **Nerve**—A collection of nerve fibers that send electrical impulses to and from the brain
- **Sensory nerve**—Nerve that reacts to heat, cold, pain, and pressure by carrying impulses towards the brain

OBJECTIVE 2

Match cranial nerves found in the face and neck with their function.

There are three types of nerves found in the human anatomy. Sensory or afferent nerves carry incoming messages from the sense organs to the brain and spinal cord. Motor or efferent nerves carry outgoing messages from the brain and spinal cord to the muscles and other organs. Mixed nerves contain both sensory and motor nerves. The head and neck consist of twelve pairs of cranial nerves.

Cranial Nerves

- **Olfactory nerve**—The first cranial nerve. It is a sensory nerve that carries impulses from the nose to the brain. It is responsible for the sense of smell.

- **Optic nerve**—The second cranial nerve. It is responsible for vision. This sensory nerve carries impulses from the eye to the brain.

- **Trigeminal nerve**—The fifth cranial nerve. It is responsible for facial, scalp, and teeth sensations, and chewing movements. The trigeminal nerve is a sensory nerve and consists of three branches.

  - **Ophthalmic nerve**—Transmits sensations from the forehead, the eyelids, the eyebrows, and the nose

  - **Maxillary nerve**—Transmits sensations from the middle of the face, the lower eyelids, and the upper lip

  - **Mandibular nerve**—Transmits sensations from the lower lip, teeth, gums, jaws, and the sides of the head

- **Facial nerve**—The seventh cranial nerve. It is responsible for taste and facial expressions. The facial nerve is a mixed nerve and consists of six branches.

  - **Posterior auricular nerve**—The motor nerve which acts on the muscles behind the ears

  - **Temporal nerve**—The motor nerve which acts on muscles above and in front of the ears, eyelids, eyebrows, and the upper cheeks

  - **Zygomatic nerve**—The motor nerve which acts on the upper lip, upper cheeks, and the sides of the nose

  - **Buccal nerve**—The motor nerve which acts on the upper lip and sides of the mouth

  - **Mandibular nerve**—The motor nerve which acts on the muscles of the chin and the lower lip

  - **Cervical nerve**—The motor nerve which acts on the muscle on the side of the neck

- **Accessory nerve**—The eleventh cranial nerve. It controls the muscles of the neck and upper back and is responsible for speech. This motor nerve carries impulses to the neck and shoulder muscles from the brain.

OBJECTIVE 3

Match muscles of the head, face, and neck with their correct descriptions. (Transparency 1)

Muscles cover our skeleton and shape our bodies. Muscles allow all body movements. The muscles in our face produce the various facial expressions we make every day.

Muscles of the head, face, and neck

- **Frontalis**—Located at the forehead. It raises the eyebrows, draws the scalp backwards, and wrinkles the brow area.
- **Occipitalis**—Located at the back of the head. This muscle draws the scalp backwards.
- **Superior Auricularis**—Located on the side of the head above the ears. This muscle draws the ear upward.
- **Posterior Auricularis**—Located behind the ear. This muscle draws the ear backwards.
- **Temporalis**—Located on the side of the head beneath the superior auricularis. This muscle opens and closes the jaw and aids in chewing.
- **Masseter**—Located at the hollow of the cheek. This muscle closes the jaw.
- **Orbicularis oculi**—Circles the eye. This muscle closes the eyelids.
- **Corrugator**—Located above the eye. This muscle pulls the eyebrow downward and in.
- **Procerus**—Located across the ridge of the nose. This muscle pulls the forehead downward and causes the bridge of the nose to wrinkle.
- **Nasalis**—Located on the sides of the nose. This muscle opens and closes the nostrils.
- **Posterior dilator naris and Anterior dilator naris**—Located around the nostrils. These muscles are responsible for opening the nostrils.
- **Quadratus labii superioris**—Located at the cheek area. This muscle covers the area from under the eye to the upper lip. This muscle lifts the upper lip.
- **Quadratus labii inferioris**—Located at the chin. This muscle pulls the lower lip downward.

- **Caninus**—Located at the upper corners of the mouth and draws the mouth up and out.
- **Zygomaticus**—Located from the cheekbone to the outer corner of the mouth. This muscle draws the mouth up and back.
- **Risorius**—Located at the corner of the mouth and draws the mouth out and back.
- **Triangularis**—Located on the side of the chin. This muscle draws the mouth down.
- **Orbicularis oris**—Circles the mouth. This muscle contracts and puckers the lips.
- **Mentalis**—Located at the center of the chin. This muscle raises the lower lip and wrinkles the chin.
- **Buccinator**—Located between the zygomaticus and the risorius. This muscle compresses the cheeks and aids in chewing.
- **Platysma**—Located in the neck from the shoulders to the chin. This muscle pulls the lower jaw downward.
- **Sterno-cleoid-mastoid**—Located in the neck from the collarbone to the back of the ear. This muscle bends and rotates the head.

OBJECTIVE 4

Match the motor points of the face with their correct descriptions. (Transparency 2)

The motor points of the face are key locations for giving a massage. Locating these points will greatly increase stimulation and benefits of massage. There is a motor point for every nerve and muscle but a few key points, if manipulated, will help in the patron's relaxation.

Motor points of the face

- **Trifacial nerve, mandibular division**—has two branches, one near the eye and one on the lower jaw
- **Facial nerve, temporal branch**—is located on the temple
- **Facial nerve, main trunk**—is located directly in front of the ear

- **Facial nerve, buccal branch**—is located between the cheeks and the jaw

- **Facial nerve, mandibular branch**—is located on the jaw near the chin

OBJECTIVE 5

Match bones of the head, face, and neck with their correct descriptions. (Transparency 3)

The main functions of the bones in the face and neck are to give shape and strength to the head and to protect the brain from injury. The bones also act as attachments for muscles. In the skull, there are eight (8) cranium bones and fourteen (14) bones of the face. The neck consists of two (2) bones.

Cranium bones

- **Frontal bone**—One frontal bone. This bone is located in the forehead area of the head.

- **Parietal bones**—Two parietal bones. These bones are located in the crown area. The parietal bones form the top and sides of the head.

- **Occipital bone**—One occipital bone. This bone is located at the back of the head where the "knowledge bone" protrudes.

- **Temporal bones**—Two temporal bones. These bones are located in the ear area, below the parietal bones.

- **Sphenoid bone**—One sphenoid bone. This bone joins all the bones of the cranium together.

- **Ethmoid bone**—One ethmoid bone. This bone is located between the eyesockets and forms part of the nasal cavity.

Facial bones

- **Zygomatic bones**—Two zygomatic bones. These bones form the cheekbones.

- **Maxillary bones**—Two maxillary bones. These bones join together to form the area between the nose and the upper lip.

- **Mandible bone**—One mandible bone. This bone forms the lower jaw. This is the strongest and largest bone of the face.

- **Nasal bones**—Two nasal bones. These two bones form the bridge of the nose.

- **Vomer bone**—One vomer bone. This is the thin bone located between the nostrils.

- **Lacrimal bones**—Two lacrimal bones. These two bones are located at the front of the eyesockets by the nose.

- **Palatine bones**—Two palatine bones. These two bones form the roof of the mouth.

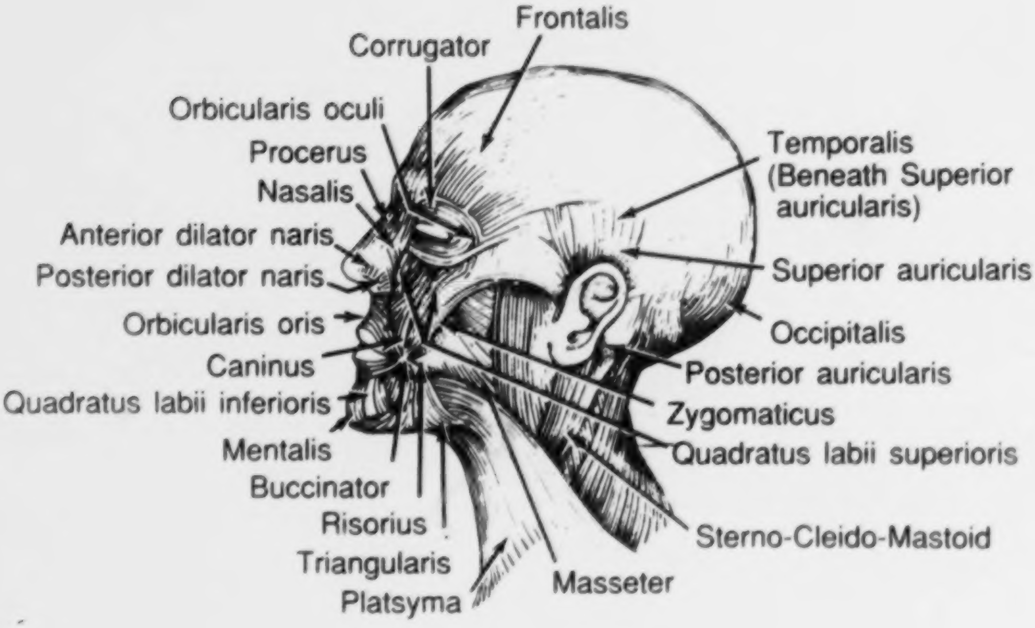
- **Turbinal bones**—Two turbinal bones. These two soft bones are located inside the nostrils and form the outer walls of the nose.

Neck bones

- **Hyoid bone**—This bone forms the "Adam's apple" in the front part of the neck.

- **Cervical vertebrae**—This bone forms the part of the spinal column found in the neck.

Muscles of the Head, Face, and Neck


Frontalis
Corrugator
Orbicularis oculi
Procerus
Nasalis
Anterior dilator naris
Posterior dilator naris
Orbicularis oris
Caninus
Quadratus labii inferioris
Mentalis
Buccinator
Risorius
Triangularis
Platsyma
Masseter
Temporalis (Beneath Superior auricularis)
Superior auricularis
Occipitalis
Posterior auricularis
Zygomaticus
Quadratus labii superioris
Sterno-Cleido-Mastoid

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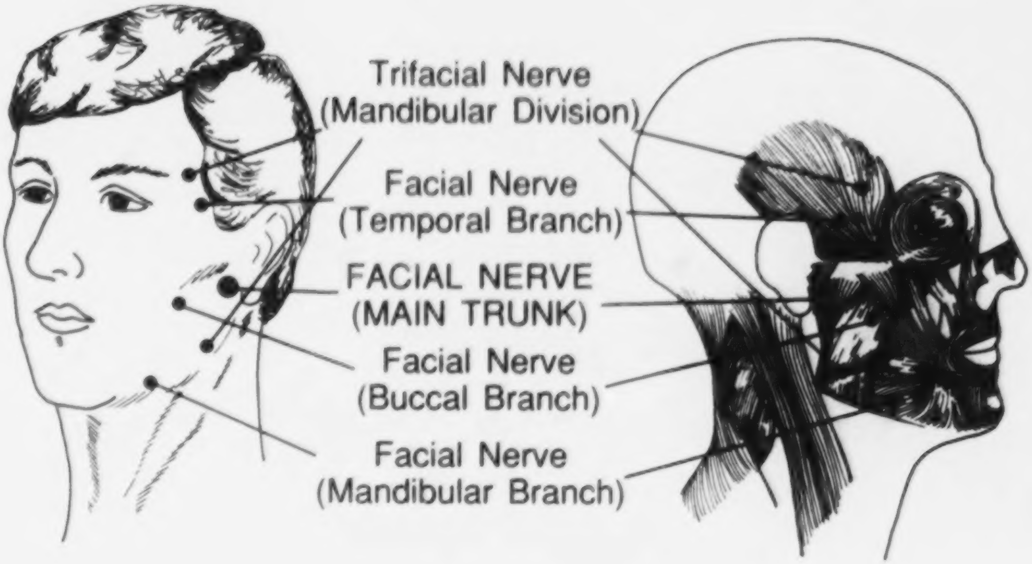
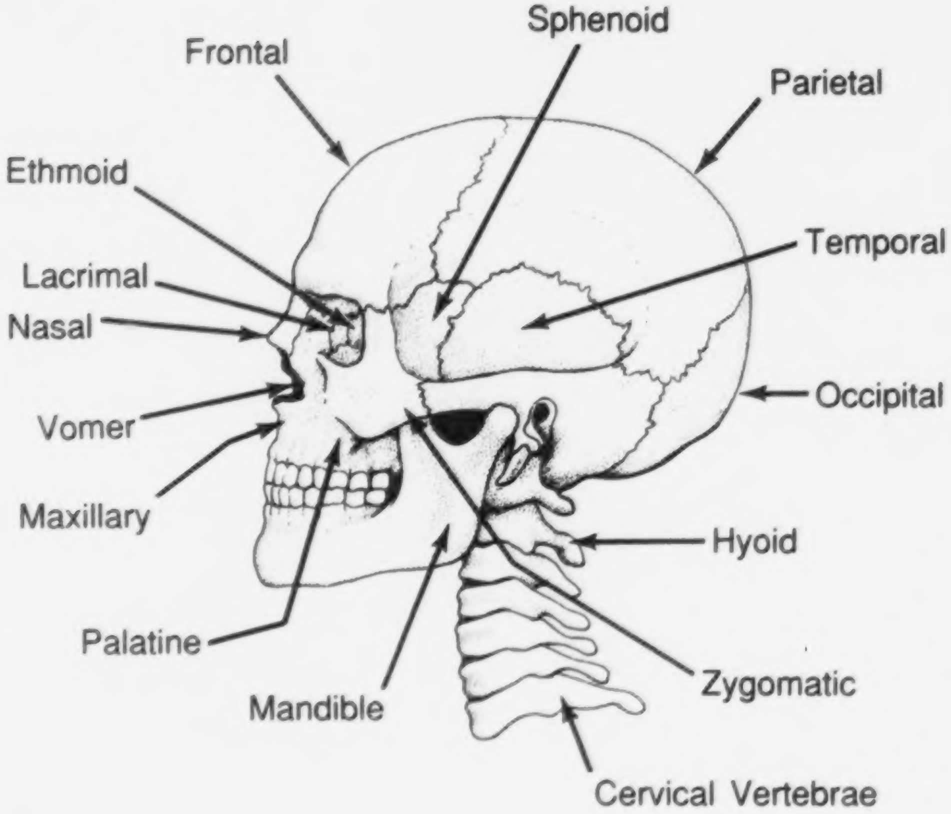
Motor Points of the Face


Trifacial Nerve
(Mandibular Division)
Facial Nerve
(Temporal Branch)
FACIAL NERVE
(MAIN TRUNK)
Facial Nerve
(Buccal Branch)
Facial Nerve
(Mandibular Branch)

Bones of the Head, Face, and Neck


Sphenoid
Frontal
Parietal
Ethmoid
Temporal
Lacrimal
Nasal
Occipital
Vomer
Maxillary
Hyoid
Palatine
Zygomatic
Mandible
Cervical Vertebrae

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ASSIGNMENT SHEET 1

RECOGNIZING FACE AND NECK ANATOMY

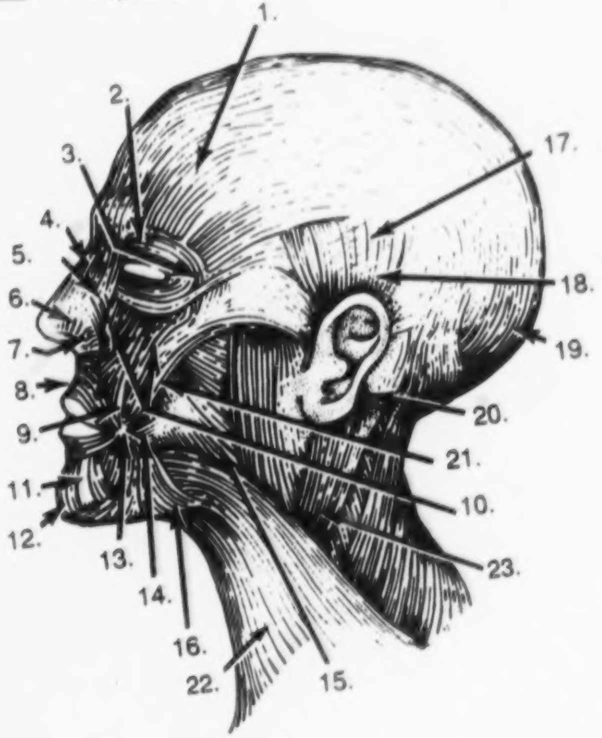
I

NAME ______________________________ SCORE ______

OBJECTIVE 6 **Identify the muscles of the head, face, and neck.**

DIRECTIONS Write the correct number in the appropriate blank.

____ a. Anterior dilator naris
____ b. Buccinator
____ c. Caninus
____ d. Corrugator
____ e. Frontalis
____ f. Masseter
____ g. Mentalis
____ h. Nasalis
____ i. Occipitalis
____ j. Orbicularis oculi
____ k. Orbicularis oris
____ l. Platysma
____ m. Posterior auricularis
____ n. Posterior dilator naris
____ o. Procerus
____ p. Quadratus labii inferioris
____ q. Quadratus labii superioris
____ r. Risorius
____ s. Sterno-cleoid-mastoid
____ t. Superior auricularis
____ u. Temporalis
____ v. Triangularis
____ w. Zygomaticus



ASSIGNMENT SHEET 2

RECOGNIZING FACE AND NECK ANATOMY

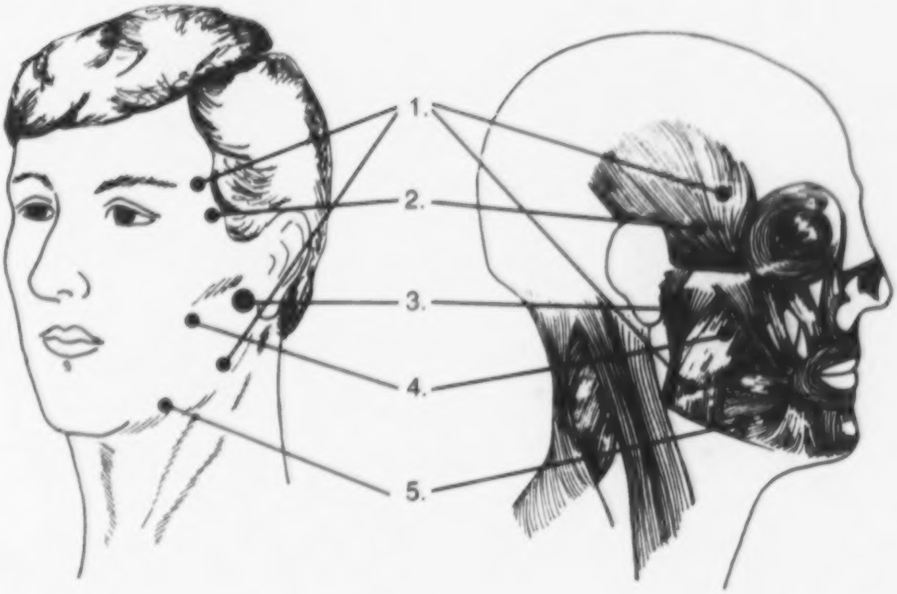
I

NAME ______________________ SCORE ________

OBJECTIVE 7 **Locate the motor points of the face.**

DIRECTIONS Write the correct number in the appropriate blank.

____ a. Facial nerve; buccal branch
____ b. Facial nerve; main trunk
____ c. Facial nerve; mandibular branch
____ d. Facial nerve; temporal branch
____ e. Trifacial nerve; mandibular division



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ASSIGNMENT SHEET 3

RECOGNIZING FACE AND NECK ANATOMY

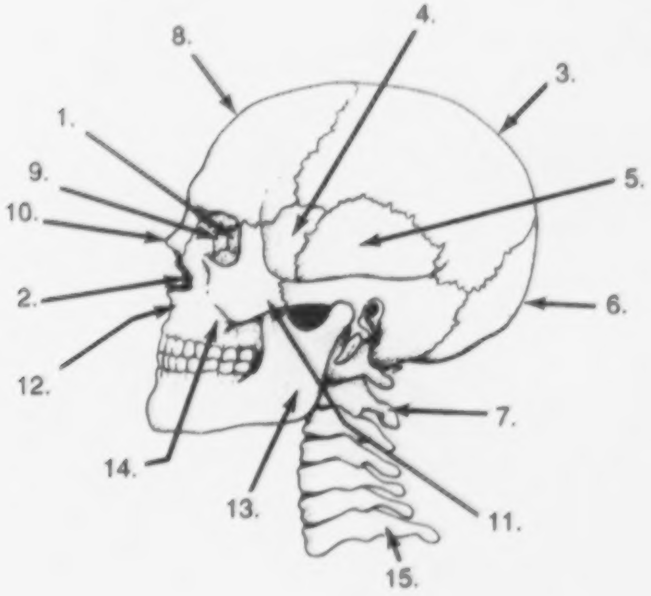
I

NAME ______________________________ SCORE ______

OBJECTIVE 8 **Identify the bones of the head, face, and neck.**

DIRECTIONS Write the correct number in the appropriate blank.

____ a. Cervical vertebrae
____ b. Ethmoid
____ c. Frontal
____ d. Hyoid
____ e. Lacrimal
____ f. Mandible
____ g. Maxillary
____ h. Nasal
____ i. Occipital
____ j. Palatine
____ k. Parietal
____ l. Sphenoid
____ m. Temporal
____ n. Vomer
____ o. Zygomatic



ASSIGNMENT ANSWERS

RECOGNIZING FACE AND NECK ANATOMY

I

ASSIGNMENT SHEET 1

a. 6
b. 13
c. 9
d. 2
e. 1
f. 15
g. 12
h. 5
i. 19
j. 3
k. 8
l. 22
m. 20
n. 7
o. 4
p. 11
q. 10
r. 14
s. 23
t. 18
u 17
v. 16
w. 21

ASSIGNMENT SHEET 2

a. 4
b. 3
c. 5
d. 2
e. 1

ASSIGNMENT SHEET 3

a. 15
b. 1
c. 8
d. 7
e. 9
f. 13
g. 12
h. 10
i. 6
j. 14
k. 3
l. 4
m. 5
n. 2
o. 11

WRITTEN TEST

RECOGNIZING FACE AND NECK ANATOMY

I

NAME ______________________ SCORE ______

OBJECTIVE 1

Match terms associated with face and neck anatomy to their correct definitions. Write the correct letter in the blank.

____ 1. The skeleton of the head that protects the brain

____ 2. Tissues that contract when stimulated and produce motion

____ 3. The study of the structure of organisms

____ 4. Collection of nerve fibers that send electrical impulses to and from the brain

____ 5. Sensory nerve that carries messages to the brain

____ 6. Motor nerve carrying nervous impulses from a nerve center to muscles and other parts of the body

____ 7. Area of muscle that contains motor nerves and is located close enough to the skin surface to be stimulated

a. Afferent

b. Anatomy

c. Cranium

d. Efferent

e. Motor nerve

f. Motor point

g. Muscle

h. Nerve

i. Sensory nerve

OBJECTIVE 2

Match cranial nerves found in the face and neck with their correct function. Write the correct letter in the blank.

____ 1. Second cranial nerve; responsible for vision

____ 2. First cranial nerve; responsible for sense of smell

____ 3. Eleventh cranial nerve; responsible for speech and controls muscles of the neck and upper back

____ 4. Fifth cranial nerve; responsible for facial, scalp and teeth sensations

a. Accessory

b. Facial

c. Olfactory

d. Optic

e. Trigeminal

OBJECTIVE 3

Match muscles of the head, face, and neck with their correct descriptions. Place a check in the appropriate space.

____1. It draws the scalp backwards

____2. Aids in chewing

____3. Closes the jaw

____4. Pulls the eye brow downward and in

____5. Opens and closes the nostrils

____6. Draws the mouth up and back

____7. Draws the mouth out and back

____8. Wrinkles the chin

____9. Pulls the lower jaw down

___10. Bends and rotates the head

a. Zygomaticus

b. Corrugator

c. Temporalis

d. Mandible

e. Platysma

f. Maxillary

g. Occipitalis

h. Nasalis

i. Frontalis

j. Buccal

k. Ethmoid

l. Mentalis

m. Trifacial

n. Parietal

o. Risorius

p. Vomer

q. Hyoid

r. Sterno-cleoid-mastoid

s. Masseter

OBJECTIVE 4

Match motor points of the face with their correct descriptions. Circle the correct numbers.

____ 1. In front of the ear

____ 2. Branches near the eye and the lower jaw

____ 3. Located on the temple

____ 4. Located between the cheeks and the jaw

a. Caninus branch

b. Mandibular division

c. Occipital branch

d. Zygomatic branch

e. Temporal branch

f. Maxillary division

g. Nasalis branch

h. Buccal branch

i. Main trunk

OBJECTIVE 5

Match bones of the head, face, and neck with their correct descriptions. Check the appropriate blank.

____1. Forms the nose and upper lip
____2. Forms the lower jaw
____3. "Adam's apple"
____4. Forms the cheekbones
____5. Located in the forehead
____6. Forms part of the nasal cavity
____7. Forms top and sides of the head
____8. Thin bone between nostril
____9. Join bones of the cranium
___10. "Knowledge bone"

a. Mandible
b. Buccal
c. Frontal
d. Ethmoid
e. Caninus
f. Parietal
g. Occipital
h. Masseter
i. Zygomatic
j. Sphenoid
k. Vomer
l. Platysma
m. Hyoid
n. Maxillary
o. Triangularis

NOTICE

The following assignment sheets are not part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 6

Identify the muscles of the head face, and neck. SCORE ________

OBJECTIVE 7

Locate the motor points of the face. SCORE ________

OBJECTIVE 8

Identify the bones of the head, face, and neck. SCORE ________

WRITTEN TEST ANSWERS

RECOGNIZING FACE AND NECK ANATOMY

I

OBJECTIVE 1

1. c
2. g
3. b
4. h
5. a
6. d
7. f

OBJECTIVE 2

1. d
2. c
3. a
4. e

OBJECTIVE 3

1. g
2. c
3. s
4. b
5. h
6. a
7. o
8. l
9. e
10. r

OBJECTIVE 4

1. i
2. b
3. e
4. h

OBJECTIVE 5

1. n
2. a
3. m
4. i
5. c
6. d
7. f
8. k
9. j
10. g

OBJECTIVES 6-8

Refer to the answers to Assignment Sheets 1 through 3.

OBJECTIVE SHEET

PREPARING FOR A FACIAL

II

INTRODUCTION

The purpose of a facial is to condition the skin and to relax the client. Proper preparation for the facial will allow the service to be quick and efficient, resulting in total relaxation for the client.

UNIT OBJECTIVE

After completing this unit, the student should be able to analyze the client's skin and prepare for and perform a facial service. The student will show these competencies by completing assignment sheets, job sheets, and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with preparing for a facial to their correct definition.
2. Match supplies, cosmetics, and equipment for giving a facial to their correct description.
3. Identify sections of a material safety data sheet.
4. Describe the procedure for preparing the facial area.
5. List in order steps for preparing a client for a facial service.
6. List skin types.
7. Match skin disorders to their correct description.
8. Match skin diseases to their correct description.
9. List in order steps in giving a facial to a client with normal skin.
10. List in order steps used in treating dry skin.
11. Arrange in order steps for treating oily skin.
12. List in order steps for treating combination skin.
13. Interpret a Material Safety Data Sheet. (Assignment Sheet 1)
14. Analyze skin types. (Assignment Sheet 2)

15. Demonstrate the ability to

    a. Prepare a client for a facial. (Job Sheet 1)
    b. Perform facial manipulation. (Job Sheet 2)
    c. Perform a facial. (Job Sheet 3)

PREPARING FOR A FACIAL

PREPARATION

- Order films, videotapes, and other media to supplement the unit.
- Guest speakers.
  - Invite a dermatologist to speak to the class.
  - Ask a skin care consultant to speak to the class.

NOTE: Provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time.

DELIVERY

Objectives 1 and 2

- Go over the terms and definitions with the students to introduce them to the unit.
- Use Transparency Masters 1 and 2.
- Give students 10 minutes before class to gather the cosmetics, materials, and equipment needed for giving a facial. This will familiarize the student with the location of the needed materials.
- Ask a skin care consultant to speak to the class on the proper skin care products to use during a facial service.

Objective 3

- Use Handout 1.
- Use Transparency Masters 3 and 4.
- Show the students a variety of Material Safety Data Sheets, and have the students compare the different sheets.
- Show the "Chemical Awareness" training service video.

Objectives 4 and 5

- Have the students prepare the facial room for a facial service.
- Have the students prepare each other for a facial service.

Objectives 6 through 8

- Get pictures of various skin disorders or diseases from a nursing department or a local doctor.

- Have a dermatologist speak to the class about skin diseases and disorders.

Objectives 9 through 12

- Have the students discuss the different treatments of various skin types.
- Demonstrate the various facial treatments on students with different skin types.

APPLICATION

Objectives 13 and 14

- Have the students do Assignment Sheets 1 and 2.

Objective 15

- Show Basic Facialist video
  - Job Sheet 1—Prepare a Client for a Facial
  - Jos Sheet 2 —Perform Facial Manipulation
  - Job Sheet 3—Perform a Facial
- This video will give the students a visual picture of Job Sheets 1 through 3. The Basic Facialist video comes separate from the cirriculum.
- Have the students do Job Sheets 1 through 3.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify material in unit or create supplementary material for individual students as required.

Practical Test

- Give practical test.

  NOTE: The practical test is used with the Job Sheet.

- Evaluate student on process evaluation

NOTE: Student must receive all "Yes" check marks to pass the competency.

- Retest if necessary.
- Evaluate student on product evaluation.
- Rate the student on the criteria listed.
- A student may re-submit a product for evaluation until they are able to demonstrate mastery.
- Students may need to review material.
- Reteach and retest if necessary.
- Counsel students individually on practical test results, and explain the evaluator comments.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

NOTE: The written test may be given in sections if desired.

- Evaluate students on assignment sheet and job sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Material

- Chemical Awareness Training Service--65-minute video with training manual. P.O. Box 16386; Irvine, CA 92714. (714)863-0461. There is a fee for the videotape.
- Basic Facialist Video is available with this unit from Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 W. Seventh Ave., Stillwater, OK 74074 or call the toll free number 1-800-522-5810 ext. 589. Out-of-state teachers may call 1-800-654-4502.

Publications

- *Safety on the Job--Some Guidelines for Working Safely.* This book is available from Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 W. Seventh Ave., Stillwater, OK 74074 or call the toll free number, 1-800-522-5810. Out-of-state teachers may call 1-800-654-4502.
- *MSDS Training Notebook and Posters.* Hazard Communication Specialists. P.O. Box 320971, Cocoa Beach, Florida, 32932-0971. (407) 783-6641. There is a fee for the notebook and posters.

UNIT REFERENCES

- Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.
- Kibbe, Constance V. *Standard Textbook of Cosmetology.* Bronx, New York: Milady Publishing Corp., 1988.
- Gerson, Joel. *Standard Textbook for Professional Estheticians.* Bronx, New York: Milady Publishing Corp., 1980.
- Dalton, John. *The Professional Cosmetologist.* St. Paul, Minnesota: West Publishing Co., 1976.

PREPARING FOR A FACIAL

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table, which shows the correlation between the objectives and written pretest questions. Then counsel student individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

OBJECTIVE	QUESTION
1	1, 2
2	3, 4, 5, 6
3	7, 8
4	9
5	10, 11
6	12, 13, 14
7	15, 16
8	17, 18, 19, 20
9	21, 22
10	23, 24
11	25, 26
12	27

ANSWER KEY

1. d
2. a
3. b
4. d
5. c
6. a
7. c
8. b
9. b
10. c
11. a
12. d
13. b
14. a
15. b
16. c
17. a
18. d
19. b
20. d
21. c
22. b
23. b
24. d
25. d
26. a
27. a

OBJECTIVES 13 AND 14 Refer to answers to Assignment Sheets 1 and 2.

OBJECTIVE 15 Refer to Practical Test rating for Job Sheets 1 through 3.

HANDOUT 1 | **PREPARING FOR A FACIAL** | **II**

MATERIAL SAFETY DATA SHEET

SECTION I

MANUFACTURERS NAME LinJon, Inc.

EMERGENCY TELEPHONE NO (405) 743-2908

ADDRESS (Number Street City State and ZIP Code) 229 East Mary Street, Stonewell, Oklahoma 74074

CHEMICAL NAME AND SYNONYMS Cleansing Creme

TRADE NAME AND SYNONYMS LinJon Creme

CHEMICAL FAMILY

FORMULA

SECTION II — HAZARDOUS INGREDIENTS

	CAS #	%	TLV (Units)
This product does not contain any hazardous or toxic chemicals.			

SECTION III — PHYSICAL/CHEMICAL DATA

BOILING POINT (°F.)		SPECIFIC GRAVITY (H_2O=1) 0.932	
VAPOR PRESSURE (MM HG.)		PERCENT VOLATILE BY VOLUME (%)	
VAPOR DENSITY (AIR=1)		EVAPORATION RATE (________ =1)	
SOLUBILITY IN WATER		pH Mild acid	
APPEARANCE AND ODOR Pink and non-fragranced			

SECTION IV — FIRE AND EXPLOSION HAZARD DATA

FLASH POINT (Method used) NONE	FLAMMABLE LIMITS	LEL	UEL

EXTINGUISHING MEDIA Use all-purpose extinguisher (ABC)

SPECIAL FIRE FIGHTING PROCEDURES NONE

UNUSUAL FIRE AND EXPLOSION HAZARDS NONE

SECTION V — HEALTH HAZARD DATA

THRESHOLD LIMIT VALUE N/A

EFFECTS OF OVEREXPOSURE Eye — possible irritation

Ingestion — possible upset stomach

EMERGENCY AND FIRST AID PROCEDURES For eye contact — rinse with copious amounts of water

For ingestion — rinse mouth and throat with water, drink water, and as an emergency measure, call a physician or 911. Inhalation is not a problem.

SECTION VI — REACTIVITY DATA

STABILITY	UNSTABLE		CONDITIONS TO AVOID N/A
	STABLE		

INCOMPATABILITY (Materials to avoid) NONE

HAZARDOUS DECOMPOSITION PRODUCTS NONE

HAZARDOUS POLYMERIZATION	MAY OCCUR	CONDITIONS TO AVOID N/A
	WILL NOT OCCUR	

SECTION VII — CONTROL MEASURES

RESPIRATORY PROTECTION (Specify type) None necessary

VENTILATION Not necessary	LOCAL EXHAUST	SPECIAL
	MECHANICAL (General)	OTHER

PROTECTIVE GLOVES Not necessary	EYE PROTECTION Not necessary

OTHER PROTECTIVE EQUIPMENT NONE

SECTION VIII — SPECIAL PRECAUTIONS

PRECAUTIONS TO BE TAKEN IN HANDLING AND STORING Store in a cool, dry area, below 90°F. Do not freeze.

Always exercise care and caution in storage and handling of all chemical substances.

STEPS TO BE TAKEN IN CASE MATERIAL IS RELEASED OR SPILLED

Clean up as you would other non-hazardous spills.

WASTE DISPOSAL METHOD

Disposal should be in accordance with all applicable local, state and federal regulations.

OTHER PRECAUTIONS NONE

PRETEST

PREPARING FOR A FACIAL II

____ 1. A disorder or disease that is relatively short in duration but may tend to be severe

a. Contagious

b. Chronic

c. Lesions

d. Acute

____ 2. Harmful or abnormal change in the skin tissue

a. Lesions

b. Melanin

c. Sebaceous gland

d. Chronic

____ 3. The lotion that closes the pores after a facial

a. Eye lotion

b. Astringent lotion

c. Masks

d. Packs

____ 4. The cream that lubricates the skin for massage manipulations

a. Cleansing cream

b. Moisturizing cream

c. Treatment cream

d. Emollient cream

____ 5. This is used to remove creams and lotions from the containers

a. Cotton

b. Sponges

c. Spatulas

d. Cotton swabs

____ 6. The lamp that produces heat for therapeutic action

a. Infra-red

b. Ultra-violet

c. Galvanic

d. Woods light

____ 7. This section of a hazardous chemical form gives a general description of the product

a. Material identification

b. Ingredients and hazards

c. Physical and chemical characteristics

d. Physical hazards

____ 8. This section of a hazardous chemical form, tells the effects of overexposure to the product and first aid treatments

a. Physical hazards

b. Health hazards

c. Special protection information

d. Spill, leak, and disposal procedures.

____9. The first step to preparing the facial room is to

a. Adjust the facial chair

b. Gather the cosmetics to be used

c. Check for frayed cords

d. Read all instructions

___10. The first step in preparing for a client is to

a. Ask the client to be seated in the facial chair

b. Ask the client to remove all jewelry

c. Greet the client

d. Wrap the client's head with a towel

___11. To keep the client's hair protected from creams and lotions

a. Wrap the client's head with a towel

b. Have the client put on a shop gown

c. Lay the client in a reclining position

d. Place a clean sheet over the client

___12. The skin type caused by underactivity of the sebaceous glands

a. Normal skin

b. Oily skin

c. Combination skin

d. Dry skin

___ 13. The skin caused by an over-abundance of oils that cause blackheads and pimples

a. Aging skin

b. Acne skin

c. Couperouse skin

d. Combination skin

___ 14. The skin type that does not need a special type of treatment

a. Normal skin

b. Acne skin

c. Couperose skin

d. Combination skin

___ 15. Another name for blackheads, these are formed when dirt and oil block the opening of a hair follicle

a. Steatosis

b. Comedones

c. Milia

d. Seborrhea

___ 16. Fluid-filled lumps under the surface of the skin

a. Carbuncles

b. Furuncles

c. Cyst

d. Macule

___17. An inflammation of the skin which is characterized by red, itchy patches

a. Dermatitis

b. Eczema

c. Psoriasis

d. Verruca

___18. An abnormal condition of the skin caused by the contact of chemicals on the skin

a. Verruca

b. Herpes simplex

c. Eczema

d. Dermatitis venenate

___19. Fever blisters or cold sores caused by a virus

a. Psoriasis

b. Herpes simplex

c. Dermatitis

d. Verruca

___20. Warts caused by a virus

a. Psoriasis

b. Herpes simplex

c. Dermatitis

d. Verruca

___21. Soft, moist, and healthy skin is characteristic of

a. Combination skin

b. Dry skin

c. Normal skin

d. Oily skin

___ 22. Which does not open pores during a facial

a. Facial steamer

b. Wood's light

c. Galvanic current

d. High-frequency current

___ 23. The skin type caused by the overexposure to wind, sun, and harsh soaps

a. Combination

b. Dry

c. Normal

d. Oily

___ 24. The equipment used to analyze the skin

a. Facial steamer

b. Galvanic current

c. High-frequency current

d. Wood's light

___ 25. The skin type characterized by large pores and an overactivity of the sebaceous glands

a. Combination

b. Dry

c. Normal

d. Oily

___ 26. The cosmetic used to remove traces of mask left on the skin

a. Astringent lotion

b. Treatment cream

c. Emollient cream

d. Cleansing cream

___27. The skin type characterized by the oiliness in the T-zone area

a. Combination

b. Dry

c. Normal

d. Oily

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives.

OBJECTIVE 13 **Interpret a Material Safety Data Sheet.** SCORE _______

OBJECTIVE 14 **Analyze skin types.** SCORE _______

OBJECTIVE 15 **Demonstrate the ability to**

a. Prepare a client for a facial. RATING ______

b. Perform facial manipulations. RATING ______

c. Perform a facial. RATING ______

INFORMATION SHEET

PREPARING FOR A FACIAL

II

OBJECTIVE 1

Match terms associated with preparing for a facial to their correct definition.

- **Acute**—An acute disorder or disease is one that is relatively short in duration but may tend to be severe
- **Chronic**—A chronic disorder or disease is one that is long-term or recurring
- **Contagious**—Any disease that can be transmitted from one person to another
- **Decrustation**—Removing or dissolving oil and grease from the skin
- **Lesions**—Harmful or abnormal change in skin tissue
- **Melanin**—Melanin is the coloring pigment in the skin
- **Sebaceous gland**—Produce a substance called sebum, or oil, which gives the skin and hair luster

OBJECTIVE 2

Match supplies, cosmetics, and equipment for giving a facial to their correct description. (Transparencies 1 and 2)

Supplies and materials needed for a facial should be gathered and set-up before the client arrives. Having everything you need already set-up allows for efficient use of time and total relaxation for the client.

Cosmetics

- **Cleansing cream**—Cleanses the face before a facial massage; the liquid type cleansing cream should be used on oily skin only
- **Emollient cream**—Lubricates the skin for massage manipulations; emollient cream is not recommended for oily skin
- **Moisturizing cream**—Lubricates dry skin and aids in balancing moisture on the skin
- **Skin freshener**—Removes all traces of cream left on the face after the massage

- **Astringent lotion**—Closes the pores after a facial
- **Treatment cream**—Lubricates dry skin and is slightly absorbed by the skin
- **Eye lotion**—Soothes and cleanses the area surrounding the eyes
- **Acne cream**—Clears the skin of minor blemishes
- **Muscle oil**—Softens and lubricates the skin in preparation for a massage
- **Mask**—Cleanses, softens, soothes, stimulates, and refreshes the skin; masks are recommended for dry skin
- **Packs**—Increase firmness and blood circulation in the skin; soften and smooth the skin and are recommended for normal to oily skin
- **Witch hazel**—Closes the pores and is used as an astringent

Supplies and Materials

- **Towels**—Used to cover the hair and can be heated and used to steam the face
- **Shampoo cape or shop gown**—The cape or gown is to protect the client's clothing from the facial creams and cosmetics
- **Cleansing tissues or washcloths**—Tissues or clothes are used to remove creams from the face
- **Cotton**—Use to apply astringent and to remove creams around the eyes
- **Cotton swabs**—Swabs are used to apply and correct facial make-up
- **Spatulas**—Used to remove creams and lotions from their containers

  NOTE: Never put your fingers in products that you are using. This causes contamination of the product.
- **Sponges**—Used in application of make-up
- **Neck strips**—Placed around the forehead to hold the hair away from the face and around the neck to prevent irritation from the cape

Equipment

- **Infra-red lamp**—Produces heat for therapeutic action
- **Facial steamer**—Induces the flow of oil and sweat glands which aids in cleansing and softening the skin
- **High-frequency current**—Produces germicidal action to treat skin and scalp disorders when applied to the skin
- **Galvanic current**—Soothes the nerves, decreases the blood supply, and hardens the tissues
- **Woods light**—Pinpoints overactive or inflamed glands and helps to identify corrective treatments
- **Ultra-violet lamp**—Produces germicidal action and causes tanning when applied to the skin
- **Reclining facial chair**—Places the client in a relaxing position while allowing the operator to perform the facial service
- **Magnifying lamp**—A magnifying glass attached to a lamp is used to analyze skin types

OBJECTIVE 3

Identify sections of a Material Safety Data Sheet.
(Transparencies 3 and 4)

The purpose of the hazardous chemical forms is to inform the consumer of the chemicals found in the products they use. Every manufacturer will furnish, upon request, a Material Safety Data Sheet (MSDS) for any product you may use in the salon.

Interpreting a MSDS hazardous chemical form

- **Material identification**—This section gives the name of the product and the manufacturer of the product.
- **Emergency phone number**—This section gives a phone number where you can reach a product representative if you have any problems or questions about the product.
- **Ingredients and hazards**—This section tells what chemicals are found in the product and any hazards of the product; if the product is toxic (poisonous), that information will be found in this section.
- **Physical and chemical characteristics**—This section gives a general description of the product, its pH, its flash point,

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the extinguishing method, and special fire fighting procedures.

- **Physical hazards**—This section tells the stability of the product, and if the product is incompatible with other materials.
- **Health hazards**—This section tells the effects of overexposure to the product, and any first-aid treatments if there is a problem.
- **Special protection information**—This section tells if any special equipment or facilities, such as gloves or ventilation, are needed; it also informs the consumer of proper storage and handling of the product.
- **Spill, leak, and disposal procedures**—This section tells what procedures should be followed when cleaning up spills and leaks; it also tells of any special instruction for disposal of the product.

OBJECTIVE 4

Describe the procedure for preparing the facial area.

Properly preparing a facial area is crucial in giving a thorough and uninterrupted service. Having all of the materials and equipment close at hand allows the facial to flow smoothly.

Steps for preparing the facial area

- First, gather the cosmetics that you will use on the client. Arrange the cosmetics neatly, in the order of use, on a table or cabinet near the facial chair. The cosmetics should be in reaching distance of the operator.
- Second, gather the supplies and materials needed for the facial. Cotton, cotton swabs, and spatulas should be kept in a container until they are used and then should be thrown away immediately after use.
- Third, gather the equipment you will use for the facial. Check all electrical equipment for frayed cords.

  NOTE: Read all instructions carefully before using any electrical device.

OBJECTIVE 5

List in order steps for preparing a client for a facial service.

The preparation of the client for a facial sets the mood for the entire service. The operator must be friendly and create a relaxed atmosphere.

Steps for preparing a client

1. Greet the client with a friendly disposition. Let him or her know that you are pleased to have them in the salon. Escort the client to the facial area.
2. Ask the client to be seated in the facial chair and consult with him/her on what is involved in the facial service. Ask if he/she is currently having any problems with their skin.
3. Ask the client to remove any jewelry. Have the client place the jewelry in her purse or his pocket. Do not place client's jewelry on a counter or in your pocket.
4. If a shop gown is to be worn, have the client put it on at this time. Neatly hang the client's clothes up. If a shop gown is not worn, put a shampoo cape on the client.
5. Lie the client back in the facial chair.
6. Place a neck strip around the hairline of the client. This keeps the client's hair out of the face.
7. Wrap the client's head with a towel. This is to cover the hair so that no creams or lotions get in the hair during the service.
8. Place a clean sheet or blanket over the client. This helps to keep the client warm and comfortable during a facial.
9. Wash your hands.

OBJECTIVE 6

List skin types.

Correctly analyzing the skin is important for a facial service to be beneficial. Analyze skin under a magnifying lamp with eye pads on the client.

Types of skin

- **Dry skin**—Caused by underactivity of the sebaceous glands; since the skin produces very little sebum, it appears rough and peeling or flaking

- **Normal skin**—Appears healthy, soft, moist, and free of any blemishes
- **Oily skin**—Caused by overactivity of the sebaceous glands; the skin is shiny in appearance and the pores are usually large. Since the skin produces too much sebum, the skin usually has blemishes
- **Combination skin**—Oily skin in the T-zone area (across the forehead and down the nose and chin) and dry in the cheek area; excessive oil in the T-zone area makes the area shiny and lack of oil in the cheeks makes that area look rough and scaly.
- **Acne skin**—Caused by an over-abundance of oils that cause blackheads and pimples on the face
- **Aging skin**—Characterized by loose, lined and wrinkled skin; this type of skin must be treated with care
- **Couperose skin**—Characterized by broken capillaries beneath the skin's surface; broken capillaries are most generally found around the nose area

  NOTE: Never massage an area that has broken capillaries.

OBJECTIVE 7 **Match skin disorders to their correct description.**

Before giving a facial, the client's skin must be analyzed for any disorders or diseases. Lesions are unusual or harmful changes in tissue. There are two types of lesions: primary and secondary. Primary lesions appear first and if they are not treated they can become secondary lesions. For example, a pimple is a primary lesion and if it is not taken care of and a scab develops, it becomes a secondary lesion. Do not attempt to treat any severe disorders. Refer the client to a physician if the disorders persist.

RECOGNIZING SKIN DISORDERS

Disorders of the sebaceous glands

- **Acne**—Inflammation of the sebaceous glands; it mostly occurs on the face, neck and back and is associated with adolescence and diet
- **Steatosis**—Dry, scaly skin associated with old age or disorders of the body; with steatosis there is a lack of sebum to the skin

- **Comedones**—Or blackheads, are formed when dirt and oil block the opening of a hair follicle
- **Milia**—Or whiteheads, are an accumulation of oil beneath the skin and are usually found on dry, fine-textured skin
- **Seborrhea**—Overactivity of the sebaceous glands; this usually produces a shiny appearance on the nose and forehead

Primary lesions

- **Bulla**—Watery blisters that are larger than 1 centimeter and are raised from the skin

  EXAMPLE: Blisters from a second degree burn

- **Carbuncles**—Above and below the skin and are a combination of several infected hair follicles
- **Cysts**—Lumps which may be fluid-filled or solid

  EXAMPLE: Cyst of the sebaceous glands

- **Furuncles**—Large hair follicle infections that appear above the skin surface
- **Macules**—Small, discolored, and flat areas on the surface of the skin

  EXAMPLE: Freckles

- **Nodules**—Small tumor-like lesions above and below the skin surface
- **Papules**—Solid, pimple-like lesions, sometimes containing pus, that are no bigger than 1 centimeter in size

  EXAMPLE: Wart

- **Pustules**—Raised areas of the skin, containing pus

  EXAMPLE: Acne

- **Tubercles**—Raised, solid lumps that are larger than papules
- **Tumors**—Large solid lesions that are located above and below the surface of the skin; tumors vary in size and color
- **Vesicles**—Blistery lesions that contain clear fluid

  EXAMPLES: Chicken pox and poison ivy

- **Wheals**—Raised, irregularly shaped, often itchy, solid bumps

  EXAMPLES: Hives and insect bites

Secondary lesions

- **Crusts**—Dried remains of oil, pus, and skin

  EXAMPLE: Scab
- **Excoriations**—Skin abrasions and scratches
- **Fissures**—Cracks and breaks in the skin; fissures are found on the hands, heels, and on chapped lips
- **Scales**—Layers of dead skin cells that shed off the skin

  EXAMPLES: Dandruff and psoriasis
- **Scar**—Formation developed when connective tissue replaces tissue that has been lost because of injury or disease
- **Stain**—Discoloration of the skin after the disappearance of a lesion
- **Ulcer**—Open sore that may be accompanied by pus

OBJECTIVE 8 **Match skin diseases to their correct description.**

When analyzing the skin before a facial, the operator must be aware of skin diseases. If a skin disease is present **DO NOT** begin any services on the client. Refer the client to a physician.

Recognizing skin diseases

- **Dermatitis**—An inflammation of the skin which comes in various forms such as vesicles or papules; characteristics of dermatitis are red, itchy patches on the skin
- **Dermatitis venenate**—An abnormal condition of the skin caused by the contact of chemicals on the skin
- **Eczema**—An acute or chronic inflammation of the skin; characteristics of eczema are redness, itching, and the formation of scales or crusts on the skin
- **Herpes Simplex**—Fever blister or cold sores found on the lips or nostrils and are caused by a virus; characteristics of herpes simplex are red, swollen, raised, vesicles and are

usually itchy; the blisters form yellowish crusts when they dry up

- **Psoriasis**—Red, elevated patches or lesions or sores covered with silver, crusty scales; the cause is unknown
- **Verruca**—Warts; caused by a virus and may be contagious

OBJECTIVE 9

List in order steps in giving a facial to a client with normal skin.

Normal skin is characterized by a soft, moist, healthy appearance. Proper maintenance of the skin will keep it looking good and will prevent problems later on.

Treating normal skin

1. Prepare the client for a facial service.
2. Using a cleansing cream, completely cleanse the client's face and neck. Remove all the make-up from the client.
3. Analyze the client's skin with a magnifying lamp or a wood's light. The pores on normal skin are average in size and are slightly larger on the nose.
4. Open the pores in the skin by placing warm, wet towels on the client's face or use the facial steamer for 10 minutes. This allows for deep cleansing and the softening of dead skin cells on the surface of the skin.
5. Apply emollient cream to the face and begin the massage manipulations.

   NOTE: Do not apply cream to the eyelids.

6. Remove the emollient cream with a wet cotton pad.
7. Apply astringent lotion to the face to remove all traces of cream left on the face.
8. Apply a treatment cream to the client's face and neck. Place the client under an infra-red lamp for 3 to 5 minutes. Also, the galvanic current or high frequency current may be used at this time.

   NOTE: Protect the client's eyes from the infra-red lamp by placing cotton pads soaked in Witch Hazel over the eyes.

9. Wipe off excess cream from the face.

10. Apply a facial mask and leave it on the client for 10 minutes.

11. Remove the facial mask by placing a warm, wet towel on the face for a few minutes and then gently wiping the mask from the face.

12. Apply astringent lotion to the face and neck.

13. Apply a moisturizing lotion to the damp skin to seal in the moisture.

OBJECTIVE 10

List in order steps used in treating dry skin.

Dry skin can be caused by too much exposure to wind, sun, harsh soaps, medication, or not enough fluid intake into the body. Dry skin can be separated into two types: lack of natural oil or lack of moisture. The lack of natural oil occurs when the sebaceous glands do not produce enough oil to lubricate the skin. The lack of moisture is usually caused by poor diet or medication.

Treating dry skin

1. Prepare the client for a facial service.

2. Cleanse the client's face and neck with cleansing cream.

3. Analyze the client's skin under a magnifying lamp or wood's light. Dry skin appears rough and flaky with small pores.

4. Place a warm, wet towel on the client's face to open the pores of the skin and to soften the dead skin cells remaining on the surface. You may also use a facial steamer for 10 minutes.

5. Apply emollient cream or muscle oil to the face and neck and begin the massage manipulations.

6. Remove the cream or oil with a wet cotton pad.

7. Apply skin freshener to the face and neck to remove all traces of the cream or oil

8. Apply a treatment cream or moisturizing cream to the client's face and neck. Place the client under an infra-red lamp for 3 to 5 minutes.

NOTE: Protect the eyes with cotton pledgets soaked in Witch Hazel.

You may also use the galvanic current or the high-frequency current for deeper penetration of the treatment cream.

9. Remove excess cream from the face and neck.
10. Apply a facial mask for 10 minutes. The mask should be formulated for dry skin.
11. Remove the mask by placing a warm, wet towel on the client's face for a few minutes and then gently wiping the mask from the face.
12. Apply skin freshener to the face and neck.
13. Apply moisturizing cream to the face and neck while they are still damp.

OBJECTIVE 11

Arrange in order steps for treating oily skin.

Oily skin is characterized by large pores and overactivity of the sebaceous glands. Oily skin is more likely to develop pimples and blackheads and less likely to develop wrinkles.

Treating oily skin

1. Prepare the client for the facial service.
2. Use cleansing cream on the client's face and neck to completely cleanse the skin.
3. Analyze the client's skin, using the magnifying lamp or Wood's light. Oily skin appears shiny and has enlarged pores which may contain dirt and oil.
4. Apply warm, wet towels to the face to open the pores and soften dead skin cells. You may use a facial steamer.
5. Apply an emollient cream to the face and neck and begin the facial manipulations.
6. Remove the emollient cream from the skin with cotton pads.
7. Apply cotton compresses of decrustation solution (1 tablespoon baking soda to 1 pint of distilled water) to the face. Place the client under the infra-red lamp for 10 minutes.

8. Remove the compresses from the face.

9. Apply a treatment cream to the skin and place the client under an ultra-violet lamp. You may then use the galvanic current or high-frequency current.

   NOTE: Protect the client's eyes with cotton pledgets soaked in Witch Hazel.

10. Apply a facial mask made for oily skin and leave on the face for 10 minutes.

11. Remove the facial mask with warm wet towels.

12. Apply astringent lotion to the skin. This will remove any traces of mask left on the face.

13. Apply moisturizing lotion to damp skin. Even though the client's skin may be oily, a light moisturizer should be used to protect the skin from drying out.

OBJECTIVE 12 **List in order steps for treating combination skin.**

Combination skin is characterized by oily skin in the forehead, nose, and chin area, the T-zone, and dry or normal skin on the cheeks. As an operator, you must treat each type of skin differently.

Treating combination skin

1. Prepare the client for a facial service.

2. Cleanse the client's face and neck with cleansing cream.

3. Analyze the client's skin using the magnifying lamp or a Wood's light. Combination skin appears shiny and has large pores in the T-zone area and rough or healthy skin in the cheek area.

4. Apply warm, wet towels to the face or use a facial steamer to open the pores of the skin.

5. Apply emollient cream to the face and neck and begin facial manipulation.

6. Remove the emollient cream with a wet cotton pad.

7. Apply astringent to the face and neck.

8. Apply a decrustation solution to cotton pads and place them on the oily areas of the skin. Apply a moisturizing cream to the dry or normal areas. Place the client under an infra-red lamp for 10 minutes.

   NOTE: Protect client's eyes with cotton pledgets soaked in Witch Hazel.

9. Remove the compresses and the moisturizing cream from the face and neck.

10. Apply a treatment cream and use the galvanic current or the high frequency current.

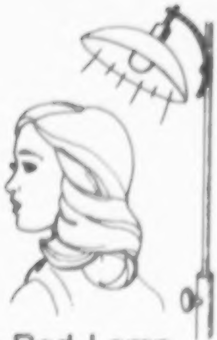
11. Apply a mask designed for the specific skin types and leave on for 10 minutes.

12. Remove the mask with warm, wet towels.

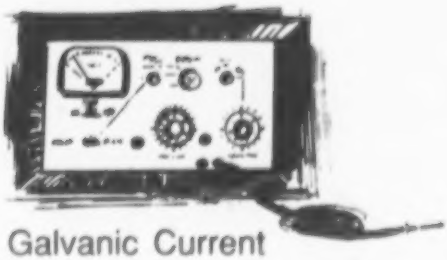
13. Use a cotton pad to lightly apply astringent lotion to the client's face and neck.

14. Apply a moisturizing cream while the skin is still damp.

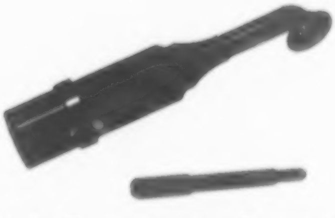
Equipment Used in Giving a Facial



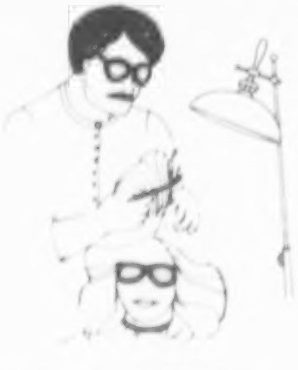
Infra-Red Lamp



Galvanic Current

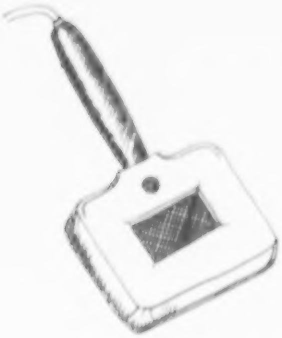


High-Frequency Current

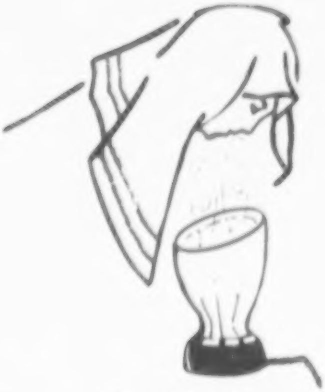


Ultra-Violet Lamp

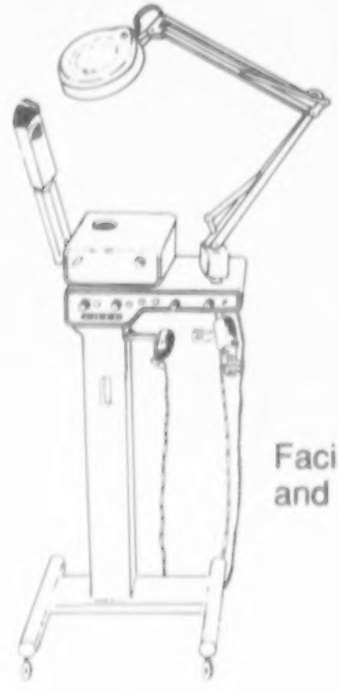
Equipment Used in Giving a Facial
(Continued)



Woods Light



Facial Steamer



Facial Machine
and Attachments

MATERIAL SAFETY DATA SHEET

SECTION I

MANUFACTURERS NAME	EMERGENCY TELEPHONE NO
ADDRESS (Number Street City State and ZIP Code)	
CHEMICAL NAME AND SYNONYMS	TRADE NAME AND SYNONYMS
CHEMICAL FAMILY	FORMULA

SECTION II — HAZARDOUS INGREDIENTS

	CAS #	%	TLV (Units)

SECTION III — PHYSICAL/CHEMICAL DATA

BOILING POINT (°F.)		SPECIFIC GRAVITY ($H_2O = 1$)	
VAPOR PRESSURE (MM HG.)		PERCENT VOLATILE BY VOLUME (%)	
VAPOR DENSITY (AIR = 1)		EVAPORATION RATE (________ = 1)	
SOLUBILITY IN WATER		pH	
APPEARANCE AND ODOR			

SECTION IV — FIRE AND EXPLOSION HAZARD DATA

FLASH POINT (Method used)	FLAMMABLE LIMITS	LEL	UEL
EXTINGUISHING MEDIA			
SPECIAL FIRE FIGHTING PROCEDURES			
UNUSUAL FIRE AND EXPLOSION HAZARDS			

SECTION V — HEALTH HAZARD DATA

THRESHOLD LIMIT VALUE

EFFECTS OF OVEREXPOSURE

EMERGENCY AND FIRST AID PROCEDURES

SECTION VI — REACTIVITY DATA

STABILITY	UNSTABLE		CONDITIONS TO AVOID
	STABLE		
INCOMPATABILITY (Materials to avoid)			
HAZARDOUS DECOMPOSITION PRODUCTS			
HAZARDOUS POLYMERIZATION	MAY OCCUR	CONDITIONS TO AVOID	
	WILL NOT OCCUR		

SECTION VII — CONTROL MEASURES

RESPIRATORY PROTECTION (Specify type)		
VENTILATION	LOCAL EXHAUST	SPECIAL
	MECHANICAL (General)	OTHER
PROTECTIVE GLOVES	EYE PROTECTION	
OTHER PROTECTIVE EQUIPMENT		

SECTION VIII — SPECIAL PRECAUTIONS

PRECAUTIONS TO BE TAKEN IN HANDLING AND STORING

STEPS TO BE TAKEN IN CASE MATERIAL IS RELEASED OR SPILLED

WASTE DISPOSAL METHOD

OTHER PRECAUTIONS

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ASSIGNMENT SHEET 1

PREPARING FOR A FACIAL

II

NAME ______________________________ SCORE ________

OBJECTIVE 12 **Interpret a Material Safety Data Sheet.**

DIRECTIONS Using the MSDS provided as a handout, answer the following questions on interpreting a hazardous chemical form.

1. What is the name of the product?

____

____

2. What is the pH of the product?

____

____

3. Is the product poisonous?

____

____

4. What method of first aid should be used if the product gets into the eyes?

____

____

____

5. What special protection should be taken by the operator?

____

____

____

ASSIGNMENT SHEET 2

PREPARING FOR A FACIAL

II

NAME ______________________________ SCORE ________

OBJECTIVE 14 **Analyze skin types.**

DIRECTIONS Write in the proper skin type for each example.

1. Mrs. Smith's skin appears rough, dry, and scaly due to an underactivity of the sebaceous glands. What skin type does she have?

   ____

   ____

   ____

2. Lisa is 12 years old and her skin is oily with blackheads and milia present. What type of skin does she have?

   ____

   ____

   ____

3. John has skin that appears soft, moist, and healthy with very few if any blemishes. What skin type does John have?

   ____

   ____

   ____

4. Mary's skin is oily across the forehead, on the nose, and on the chin, but dry in the cheek area. What type of skin does Mary have?

   ____

   ____

   ____

5. Mrs. Jones is an elderly woman with broken capillaries lying just beneath the skin surface around her nose and on her cheeks. What skin type does she have?

6. Mark's skin is characterized by large pores and a shiny appearance caused by an overactivity of the sebaceous glands. What type of skin does he have?

ASSIGNMENT ANSWERS

PREPARING FOR A FACIAL

II

ASSIGNMENT SHEET 1

1. Deep cleansing cream
2. Mildly acidic
3. No
4. Rinse with flowing water
5. None

ASSIGNMENT SHEET 2

1. Dry skin
2. Acne skin
3. Normal skin
4. Combination skin
5. Couperose skin
6. Oily skin

JOB SHEET 1

PREPARING FOR A FACIAL

OBJECTIVE 15a

Prepare the client for a facial.

IMPLEMENTS AND EQUIPMENT

- Towels
- Shampoo cape or shop gown
- Neck strips
- Reclining chair

PROCEDURE

1. Greet the client.
2. Consult with the client.
3. Ask the client to remove all jewelry.
4. Place a clean towel over the neck rest of the reclining chair.
5. Drape the client. If shop gown is to be worn, have the client remove her upper clothes and put on the gown. If the shampoo cape is used drape the client as you would for a shampoo.
6. Place the neck strip around the client's hairline.

FIGURE 1

7. Hold a towel lengthwise at opposite corners and allow the towel to form an upside down "V." Place the "V" on the hairline.

FIGURE 2

8. Wrap the corners of the towel around the client's head.

9. Place neck strip around clients neck.

10. Place a clean shop gown or shampoo cape over the client.

FIGURE 3

11. Wash your hands.

Now you are ready to begin the facial service.

JOB SHEET 2

PREPARING FOR A FACIAL

OBJECTIVE 15b

Perform facial manipulations.

INTRODUCTION

Proper manipulations aid in relaxing the client and stimulating blood flow and glandular activity. Always massage in an upward and outward direction except around the eyes.

TOOLS AND EQUIPMENT

- Towels
- Shampoo cape or shop gown
- Neck strips
- Spatulas

SUPPLIES

- Cleansing cream
- Emollient cream
- Astringent lotion
- Cotton pads

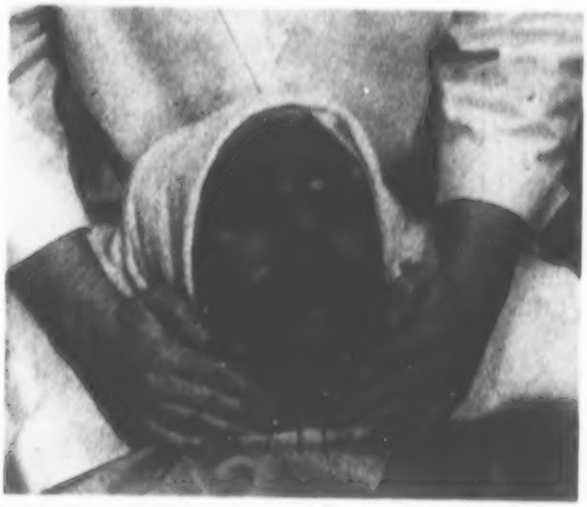
PROCEDURE

1. Drape client for a facial service.
2. Wash your hands.
3. Cleanse the client's face and neck with cleansing cream.
4. Using the fingertips apply cream in upward and outward movements.
5. Remove the cream with a damp towel using upward and outward strokes.
6. Analyze the skin.
7. Dot emollient cream on client's cheeks, chin, nose, and forehead.
8. Blend the emollient cream using upward and outward strokes.
9. Rub excess emollient cream into your hands to soften them before performing the manipulations.

10. Place both hands on the client's neck and gently stroke upwards towards the chin.

NOTE: Do each manipulation three times and do not lose contact with the client's skin. Massage in a rhythmic manner.

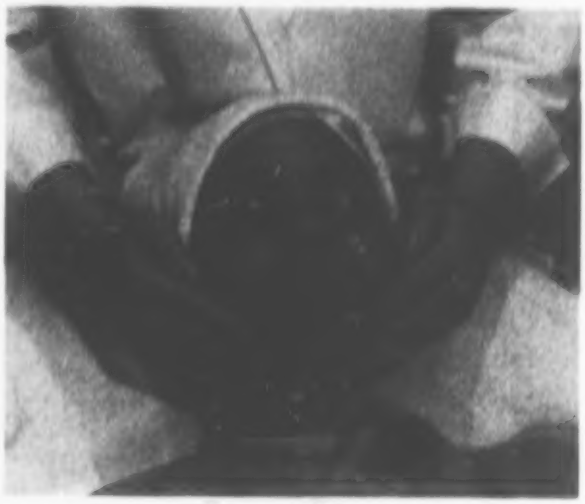
FIGURE 4



89

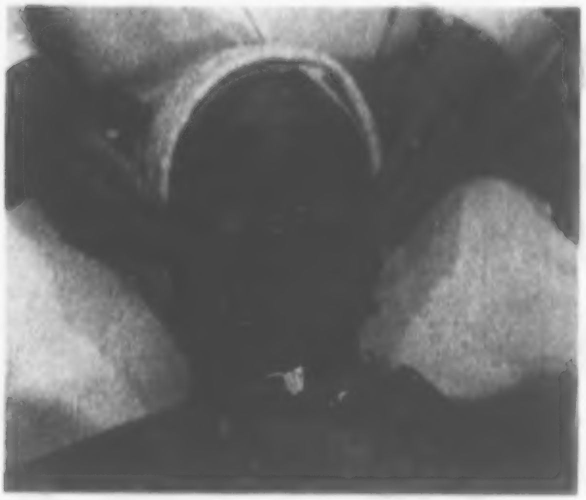
11. Making circular movements, begin at the middle of the chin and move along the jaw to the ears.

FIGURE 5



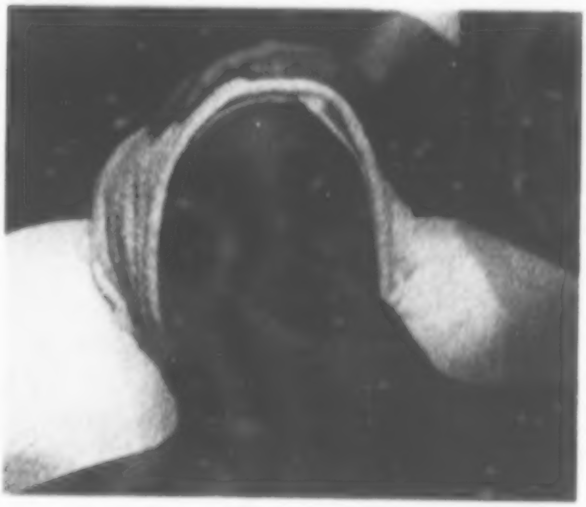
12. Making firm circular movements again, massage from the chin to the ear lobes, from the corner of the mouth to the middle of the ear, and from the nose to the top of the ear.

FIGURE 6



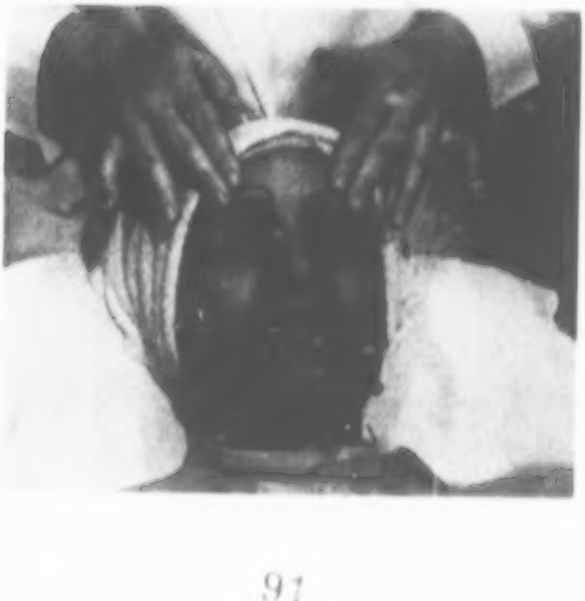
13. Placing fingers at the center of the upper lip draw fingers around the mouth, under the lower lip, and around the chin.

FIGURE 7



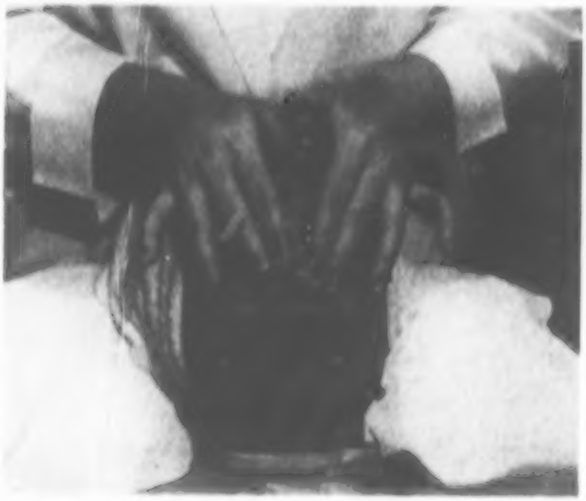
14. Beginning at the corners of the mouth, use firm circular movements up the sides of the nose. Slide fingers over the eyebrows and back down to the corners of the mouth.

FIGURE 8



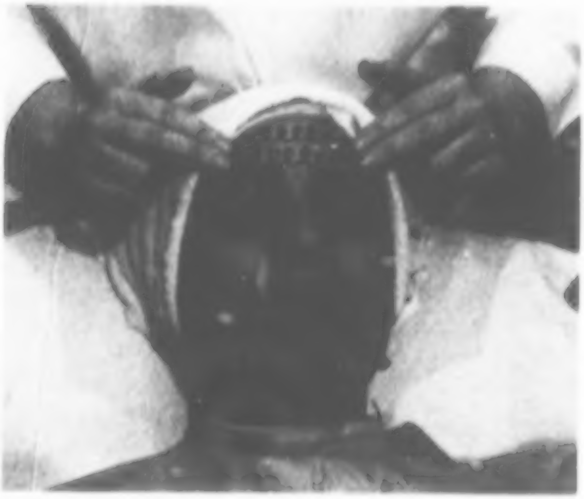
15. Beginning with fingers at the bridge of the nose, slide fingers down the nose and make circular movements across the cheek area to the temples. Slide fingers under the eyes and back to the nose.

FIGURE 9



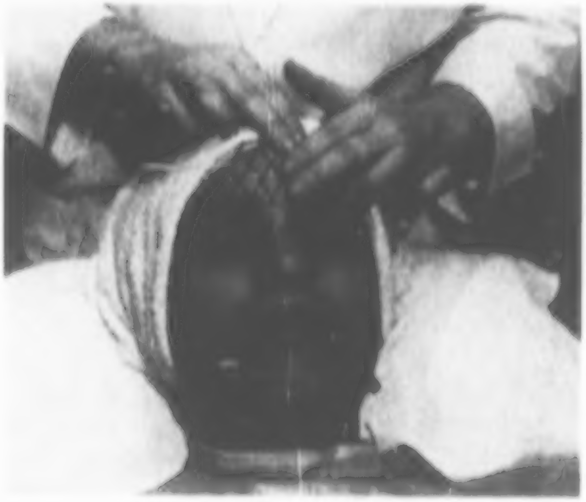
16. Place fingers at the center of the forehead and make circular movements across the forehead to the temples.

FIGURE 10



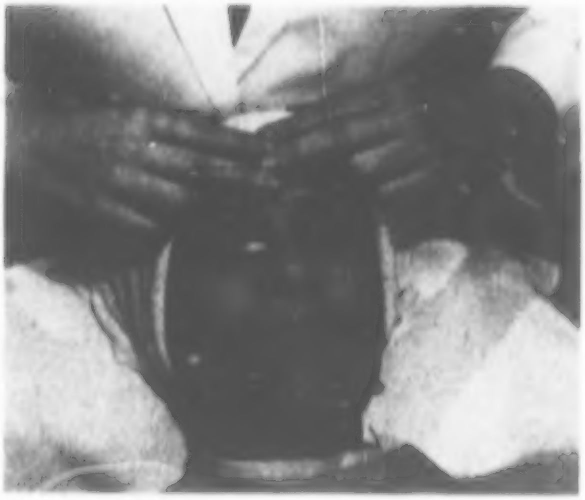
17. Make criss-cross movements across the forehead beginning from one side and going across to the other.

FIGURE 11



18. Stagger fingers in the center of the forehead and slide fingers towards the temples using slight pressure.

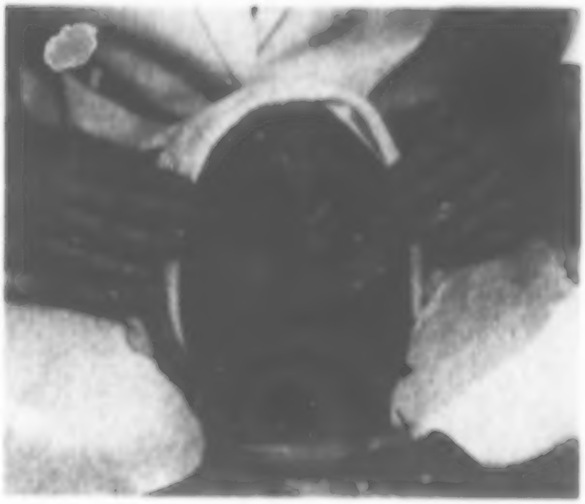
FIGURE 12



19. Slide fingers to the center of the forehead and using circular movements, draw the fingers to the temples.

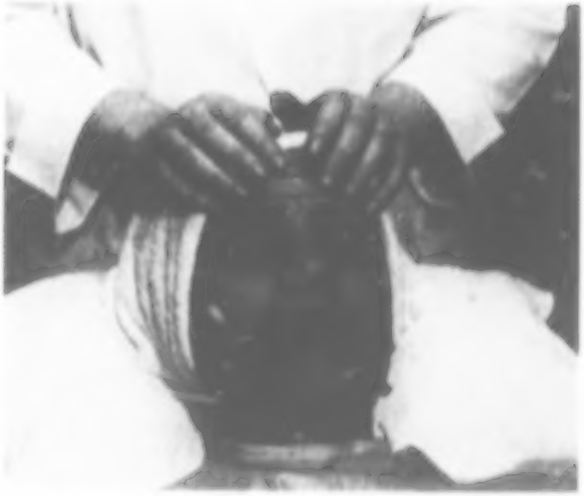
NOTE: This manipulation along with step #17 will help in relaxing headaches.

FIGURE 13



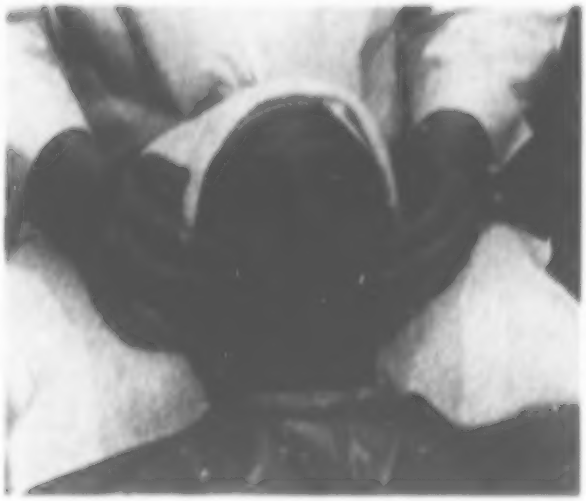
20. Slide fingers firmly from the brows to the hairline.

FIGURE 14



21. Tap lightly with fingertip across the forehead, the cheeks, the nose, and the chin. This completes the facial manipulations.

FIGURE 15



22. Complete the facial service.

23. Have your instructor evaluate your work.

24. Clean up the facial area and put away all materials used.

JOB SHEET 3

PREPARING FOR A FACIAL

OBJECTIVE 15c

Perform a facial.

INTRODUCTION

Facials are given for two reasons, correction and prevention. The steps of a facial may vary depending on the type of skin the client has, but there is a basic format to follow: Cleanse, massage, mask, and moisturize.

TOOLS AND EQUIPMENT

- Towels
- Shampoo cape or shop gown
- Neck strips
- Spatulas
- Infra-red lamp
- Cotton pledgets
- Facial steamer
- High-frequency current
- Magnifying lamp
- Wood's light
- Ultra-violet lamp

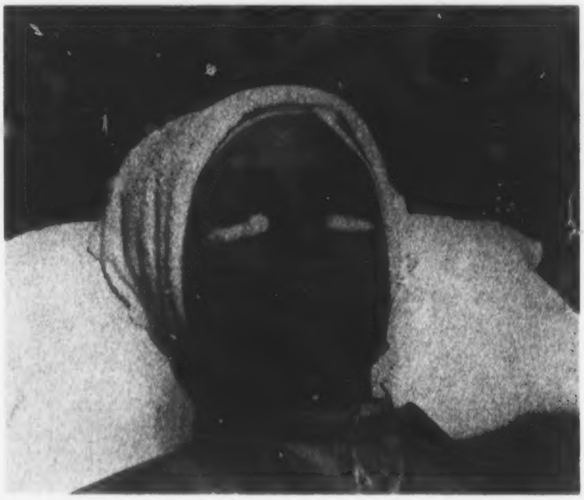
SUPPLIES

- Cleansing lotion
- Astringent lotion
- Emollient cream
- Facial mask or pack
- Moisturizing lotion
- Cotton pads
- Facial tissues
- Treatment cream

PROCEDURES

1. Neatly arrange the supplies and equipment on a table or counter where they will be close at hand.
2. Drape the client for a facial service.
3. Wash your hands.
4. Using the magnifying lamp or the Wood's light, analyze the client's skin.
5. Remove cleansing cream from it's container with a spatula.
6. Apply cleansing cream to the face and neck. If make-up is heavy, add cleansing cream to the eyelids and lips.
7. Rub excess cleanser into your hands.
8. Roll a piece of cotton into a strip.
9. Place it under the bottom eyelashes while the client is looking up.

FIGURE 16



10. Have the client close their eyes and use another piece of cotton to wipe the make-up off.
11. Remove the cotton from under the eyes.

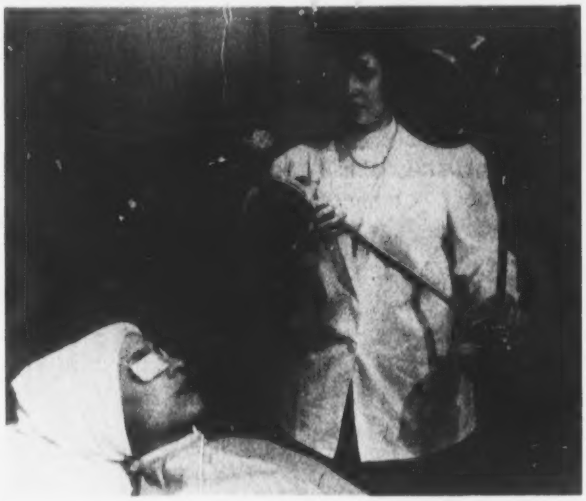
12. Blend the cream over the neck and face using upward and outward strokes except under the eyes and down the nose.
13. Remove the cleansing cream with wet cotton pads or facial tissues.
14. Wipe upwards and outwards.
15. Steam the face with a facial steamer or warm, moist towels for approximately 10 minutes.

FIGURE 17

16. Dot emollient cream on the neck and face at this time.
17. Give the facial manipulations.
18. Remove the emollient cream with moist cotton pads or facial tissues.
19. Apply an astringent lotion or skin freshener with cotton pads.
20. Apply a treatment cream or a decrustation solution on cotton pads to the face.
21. Apply the infra-red lamp or ultra-violet lamp for 3 to 5 minutes.

CAUTION: Place the lamp at least 30 inches from the client. Make sure the client's eyes are protected with cotton pads soaked with Witch Hazel or glasses.

FIGURE 18



22. Remove excess cream from the skin.
23. Apply proper moisturizing lotion for the client's skin type.
24. Have your instructor evaluate your work.
25. Clean up the work area and sanitize all implements.

PRACTICAL TEST 1

PREPARING FOR A FACIAL

II

JOB SHEET 1

Prepare the client for a facial.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Gathered implements and equipment.	____	____
2. Greeted client in a professional manner.	____	____
3. Removed client's jewelry.	____	____
4. Placed clean towel over the neck rest of the reclining chair.	____	____
5. Placed shampoo cape on client or client changed into shop gown.	____	____
6. Placed neck strip around the hairline.	____	____
7. Wrapped towel around the hair.	____	____
8. Placed clean shop gown or shampoo cape over the client.	____	____
9. Washed hands.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key). A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4	3	2	1
Treatment & Equipment in place	Equipment in place			No Equipment in place
	4	3	2	1
All jewelry removed	All client's jewerly removed			None of client's jewerlery removed
	4	3	2	1
Client properly draped	Hair and clothing protected, draped properly			Hair not protected , no shop gown or shampoo cape on client
	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program, limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 2

PREPARING FOR A FACIAL

II

JOB SHEET 2

Demonstrate facial manipulations.

Student's name ____________________ Date __________

Evaluator's name ____________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Gathered tools, equipment and supplies.	_____	_____
2. Draped the client for a facial service.	_____	_____
3. Washed hands.	_____	_____
4. Cleansed skin with cleansing cream.	_____	_____
5. Dotted emollient cream on face and neck.	_____	_____
6. Blended emollient cream upward and outwards.	_____	_____
7. Rubbed excess emollient cream into hands.	_____	_____
8. Stroked upward on neck.	_____	_____
9. Performed circular movement from chin to ear.	_____	_____
10. Performed circular movements: chin to lower ear, mouth to middle ear, and nose to top of ear.	_____	_____
11. Circled around mouth and chin.	_____	_____
12. Performed circular movements from mouth up the side of the nose and across the brow and back to mouth.	_____	_____
13. Performed circular movements across top of cheeks.	_____	_____
14. Performed circular movements across the forehead.	_____	_____

The student:	YES	NO
15. Criss-crossed across forehead.	____	____
16. Performed sliding across forehead.	____	____
17. Performed sliding and circular movement across forehead.	____	____
18. Slid fingers from brow to hairline.	____	____
19. Tapped lightly over the face.	____	____
20. Sanitized implements.	____	____
21. Cleaned work area.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key). A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:	4	3	2	1
Clients skin cleansed	No trrace of make-up, pores clean			Make-up left on face, pores filled with make-up and dirt
Performed manipulations satisfactorily	Continuous contact, Rhythmic manipulations hands "flow" smoothly over face			Broken contact, too soft or too harsh touch, manipulations left out.

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 3

PREPARING FOR A FACIAL

II

JOB SHEET 3

Perform a basic facial.

Student's name ______________________________ Date ___________

Evaluator's name ____________________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Gathered tools, equipment and supplies.	_____	_____
2. Draped the client for a facial service.	_____	_____
3. Washed hands.	_____	_____
4. Analyzed client's skin.	_____	_____
5. Removed cleansing cream from container with spatula.	_____	_____
6. Applied cleanser to neck and face.	_____	_____
7. Rubbed excess cleanser into hands.	_____	_____
8. Removed mascara and eye make-up.	_____	_____
9. Blended the cleanser over the neck and face.	_____	_____
10. Removed cleansing cream.	_____	_____
11. Steamed the face for 10 minutes.	_____	_____
12. Dotted emollient cream on the neck and face.	_____	_____
13. Gave the facial manipulations.	_____	_____
14. Removed emollient cream.	_____	_____
15. Applied astringent.	_____	_____
16. Applied treatment cream or decrustation solution; infra-red lamp for 3 to 5 minutes.	_____	_____
17. Removed excess treatment cream or decrustation solution.	_____	_____

The student:	YES	NO
18. Applied proper moisturizing cream.	____	____
19. Sanitized implements.	____	____
20. Cleaned work area.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key). A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

All make-up is removed	4 No trace of make-up, pores clean	3	2	1 Traces of make-up, pores clogged
All creams removed	4 No trace of creams on skin	3	2	1 Traces of creams on face or in hairline
Skin taut Pores tight Glow to skin	4	3	2	1
	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program, limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process, but is unable to perform job

PREPARING FOR A FACIAL

NAME ______________________________ SCORE ______

OBJECTIVE 1

Match terms associated with preparing for a facial to their correct definition. Write the correct letter in the blank.

____ 1. Removing or dissolving oils from the skin

____ 2. A long-term or recurring disorder or disease

____ 3. Any disease that can be transmitted from one person to another

____ 4. Any harmful or abnormal changes in skin tissue

____ 5. A relatively short-term disease or disorder, often severe

a. Acute

b. Chronic

c. Contagious

d. Decrustation

e. Lesions

f. Melanin

g. Sebaceous glands

OBJECTIVE 2 **Match supplies, cosmetics, and equipment for giving a facial to their correct descriptions.** Write the correct letter in the blank.

Part I Cosmetics

____1. Increases firmness and blood circulation, softens, and smoothes, for normal to oily skin

____2. Lubricates the skin for massage manipulations

____3. Soothes and cleanses area surrounding the eyes

____4. Lubricates dry skin and aids in balancing skin moisture

____5. Used as an astringent, closes the pores

____6. Removes all traces of cream left on the face after the massage

____7. Cleanses the face before the facial

____8. Recommended for dry skin, it softens, smoothes, stimulates, and refreshes the skin

____9. Closes the pores after a facial

___10. Clears the skin of minor blemishes

a. Cleansing cream
b. Emollient cream
c. Moisturizing cream
d. Skin freshener
e. Astringent lotion
f. Treatment cream
g. Eye lotion
h. Acne cream
i. Muscle oil
j. Masks
k. Packs
l. Witch hazel

Part II Supplies

____ 1. Used to apply and correct make-up

____ 2. Used to remove creams and lotions from their containers

____ 3. Used to cover the hair and can be heated to steam the face

____ 4. Used to apply astringent and remove creams from around the eyes

____ 5. Used in the application of make-up

____ 6. Used to remove creams from the face

____ 7. Used to protect the client's clothing

a. Cleansing tissue

b. Cotton

c. Cotton swab

d. Neck strip

e. Shop gown

f. Spatula

g. Sponges

h. Towels

Part III Equipment

____ 1. Produces germicidal action and causes tanning

____ 2. Current producing germicidal action when applied to skin and scalp

____ 3. Places the client in a relaxing position

____ 4. Produces heat for therapeutic action

____ 5. Induces flow of oil and sweat glands

____ 6. Soothes the nerves, decreases blood supply, and hardens the tissue

____ 7. Pinpoints overactive or inflamed glands and helps to determine corrective treatment

a. Facial steamer

b. Galvanic current

c. High-frequency current

d. Infra-red lamp

e. Magnifying lamp

f. Reclining facial chair

g. Ultra-violet lamp

h. Wood's light

OBJECTIVE 3

Identify sections of a Material Safety Data Sheet. Write the correct answer in the space provided.

1. The name of the section containing the list of chemicals found in the product and if the product is poisonous.

2. The name of the section that tells the stability of the product and any incompatible products.

3. The section that gives the name and manufacturer of the product.

4. The section that tells any special equipment of facilities needed and storage information.

5. The section which gives a phone number where a product representative can be reached.

6. The section that states the effects of overexposure to the product and any first-aid treatments.

7. The section that gives a general description of the product, its pH its flash point, any special fire fighting procedures.

OBJECTIVE 4

Describe the procedure for preparing the facial area. Write a brief description for each procedure in preparing the facial area.

First ____

Second ______________________________

____

____

Third ______________________________

____

____

OBJECTIVE 5 **List in order steps for preparing the client for a facial service.**

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________

OBJECTIVE 6 **List skin types.** Write the proper skin type in the appropriate blank.

1. The skin type characterized by broken capillaries beneath the skin surface.

   ____

2. The skin type caused by an underactivity of the sebaceous glands.

   ____

3. The skin type with oil in the T-zone area.

   ____

4. The skin type characterized by excessive oiliness and blackheads and pimples.

____

5. The skin type that appears healthy, soft, and moist.

____

6. The skin type caused by an overactivity of the sebaceous glands.

____

OBJECTIVE 7 Match skin disorders to their correct description.

Part I

____1. Blackheads formed when dirt and oil block the opening of a hair follicle.

____2. An inflammation of the sebaceous glands.

____3. An overactivity of the sebaceous glands

____4. Whiteheads formed by an accumulation of oil beneath the skin

a. Acne

b. Steatosis

c. Comedones

d. Milia

e. Seborrhea

Part II

____ 1. A wart

____ 2. Hives and insect bites

____ 3. Acne

____ 4. Several infected hair follicles

____ 5. Watery blisters

____ 6. Chicken pox or poison ivy

____ 7. Large infected hair follicle above the skin

____ 8. Small tumor-like lesions above and below the skin surface

____ 9. Fluid-filled or solid lumps

___ 10. Freckles

a. Bulla
b. Carbuncles
c. Cyst
d. Furuncle
e. Macule
f. Nodules
g. Papule
h. Pustule
i. Tubercle
j. Tumor
k. Vesicle
l. Wheal

Part III

____ 1. A discoloration of the skin after a disappearance of a lesion

____ 2. Skin abrasions and scratches

____ 3. A scab

____ 4. An open sore accompanied by pus

____ 5. Cracks and breaks in the skin

____ 6. Layers of dead skin cells that shed off the skin

a. Crust
b. Excoriation
c. Fissure
d. Scales
e. Scar
f. Stain
g. Ulcer

OBJECTIVE 8

Match skin diseases to their correct description.

____1. Cold sore or fever blisters

____2. Warts

____3. Red, elevated patch of lesions covered with silver, crusty scales

____4. Inflammation of the skin caused by chemical contact

____5. Acute or chronic skin inflammation

a. Dermatitis

b. Dermatitis Venenate

c. Eczema

d. Herpes simplex

e. Psoriasis

f. Verruca

OBJECTIVE 9

List in order steps in giving a facial to a client with normal skin.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________

OBJECTIVE 10

Describe steps used in treating dry skin.

1. ____________________
2. ____________________
3. ____________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

10. ______________________________

11. ______________________________

12. ______________________________

13. ______________________________

OBJECTIVE 11

Arrange in order steps for treating oily skin.

____ a. Apply cotton compresses of decrustation solution.

____ b. Cleanse the face with cleansing cream.

____ c. Apply moisturizing cream.

____ d. Apply a facial mask for 10 minutes.

____ e. Remove emollient cream with astringent.

____ f. Prepare the client for a facial service.

____ g. Apply a treatment cream with ultra-violet lamp.

____ h Apply warm wet towels to open the pores.

____ i. Apply emollient cream, begin manipulations.

____ j. Remove decrustation compresses from the face.

____ k. Remove facial mask with warm wet towels.

____ l. Analyze the client's skin.

___ m. Apply astringent to remove traces of mask.

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OBJECTIVE 12 **List in order the steps for treating combination skin.**

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________

NOTICE The following assignment sheets and job sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 13 **Interpret a Material Safety Data Sheet.** SCORE ________

OBJECTIVE 14 **Analyze skin types.** SCORE ________

OBJECTIVE 15 **Demonstrate the ability to**

a. Prepare a client for a facial. RATING _______

b. Perform facial manipulation. RATING _______

c. Perform a facial. RATING _______

WRITTEN TEST ANSWERS

PREPARING FOR A FACIAL

II

OBJECTIVE 1

1. d
2. b
3. c
4. e
5. a

OBJECTIVE 2

Part I

1. k
2. b
3. g
4. c
5. l
6. d
7. a
8. j
9. e
10. h

Part II

1. c
2. f
3. h
4. b
5. g
6. a
7. e

Part III

1. g
2. c
3. f
4. d
5. a
6. b
7. h

OBJECTIVE 3

1. Ingredients and hazards
2. Physical hazards
3. Material identification

4. Special protection information
5. Emergency phone number
6. Health hazards
7. Physical and chemical characteristics

OBJECTIVE 4

First—Gather cosmetics; arrange cosmetics; cosmetics should be in reaching distance

Second—Gather supplies and materials; cotton, swabs, spatula in sanitized container

Third—Gather equipment; check for frayed cords; read instructions before use

OBJECTIVE 5

1. Greet client.
2. Seat client and consult.
4. Put on shampoo cape or shop gown.
5. Lie client back in facial chair.
6. Neck strip around hairline.
7. Wrap head with a towel.
8. Cover client with clean sheet or blanket.
9. Wash hands.

OBJECTIVE 6

1. Couperose skin
2. Dry skin
3. Combination skin
4. Acne skin
5. Normal skin
6. Oily skin

OBJECTIVE 7

Part I

1. c
2. a
3. e
4. d

Part II

1. g
2. l
3. h
4. b
5. a
6. k
7. d
8. f
9. c
10. e

Part III

1. f
2. b
3. a
4. g
5. c
6. d

OBJECTIVE 8

1. d
2. f
3. e
4. b
5. c

OBJECTIVE 9

1. Prepare client for a facial service.
2. Remove make-up with cleansing cream.
3. Analyze the skin.
4. Steam the face.
5. Apply emollient cream and begin manipulations.
6. Remove emollient cream.
7. Apply astringent lotion.
8. Apply treatment cream and place client under infra-red lamp for 3 to 5 minutes.

9. Wipe off excess cream.
10. Apply facial mask for 10 minutes.
11. Remove mask.
12. Apply astringent.
13. Apply moisturizing lotion.

OBJECTIVE 10

1. Prepare the client for a facial service.
2. Cleanse the skin with cleansing cream.
3. Analyze the skin with a magnifying lamp or Wood's light.
4. Steam the face with warm, wet towels or a facial steamer.
5. Apply emollient cram or muscle oil to the face and begin the manipulations.
6. Remove the cream or oil with a wet cotton pad.
7. Apply skin freshener to remove traces of cream or oil.
8. Apply treatment cream and place client under an infra-red lamp, or use the galvanic or high frequency currents.
9. Remove excess cream.
10. Apply a facial mask for 10 minutes.
11. Remove the mask with warm, wet towels.
12. Apply skin freshener.
13. Apply moisturizing cream to the face and neck.

OBJECTIVE 11

a. 7
b. 2
c. 13
d. 10
e 6
f. 1
g. 9
h. 4
i. 5
j. 8
k. 11
l. 3
m. 12

OBJECTIVE 12

1. Prepare client for facial.
2. Cleanse the skin.
3. Analyze the skin.
4. Open pores with warm wet towels or steamer.
5. Apply emollient cream, begin manipulations.
6. Remove emollient cream.
7. Apply astringent.
8. Apply decrustation solution.
9. Remove compresses.
10. Apply treatment cream with high-frequency or galvanic currents.
11. Apply a mask.
12. Remove mask.
13. Apply astringent.
14. Apply moisturizer.

OBJECTIVES 13 AND 14

Refer to answers to Assignment Sheets 1 and 2.

OBJECTIVE 15

Refer to Practical Test rating for Job Sheets 1 through 3.

OBJECTIVE SHEET — REMOVING SUPERFLUOUS HAIR — III

INTRODUCTION

Superfluous or unwanted hair is a problem shared by many people. This unit deals with the various methods of hair removal.

UNIT OBJECTIVE

After completing this unit, the student should be able to identify and demonstrate various methods of hair removal. The student will show these competencies by completing an assignment sheet, job sheets, and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with removing superfluous hair to their correct definitions.
2. Discuss two methods of electrolysis.
3. List methods of temporary hair removal.
4. Explain steps for determining the arch of the eyebrow.
5. Determine proper method of hair removal. (Assignment Sheet 1)
6. Demonstrate the ability to
   a. Arch eyebrows with tweezers. (Job Sheet 1)
   b. Apply chemical depilatories. (Job Sheet 2)
   c. Perform a facial wax. (Job Sheet 3)
   d. Apply leg wax. (Job Sheet 4)

SUGGESTED ACTIVITIES | REMOVING SUPERFLUOUS HAIR | III

PREPARATION

- Order films, videotapes and other media to supplement the unit.
- Ask a licensed Electrologist to speak to the class

  NOTE: Please provide guest speaker with the specific topic relevant to the unit of instruction ahead of time.

DELIVERY

Objectives 1 and 2

- Go over terms and definitions with the students to introduce them to the unit.
- Have a licensed electrologist speak to the class about permanent hair removal.

Objectives 3 and 4

- Use Transparency Master 1.
- Have students determine each other's proper eyebrow arch.

APPLICATION

Objective 5

- Have students do Assignment Sheet 1.

Objective 6

- Have students do Job Sheets 1 through 4.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify material in unit or create supplementary material for individual students as required.

Practical Test

- Give practical test.

  NOTE: The practical test is used with the Job Sheet.

- Evaluate student on process evaluation.

  NOTE: Student must receive all "Yes" check marks to pass the competency.

- Retest if necessary.
- Evaluate student on product evaluation.
- Rate the student on the criteria listed.
- A student may re-submit a product for evaluation until they are able to demonstrate mastery.
- Students may need to review material.
- Reteach and retest if necessary.
- Counsel students individually on practical test results, and explain the evaluator comments.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Evaluate students on assignment sheet and job sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

UNIT REFERENCES

- Gerson, Joel. *Standard Textbook for Professional Estheticians*. Bronx, New York: Milady Publishing Corp., 1980.
- Kibbe, Constance V. *Standard Textbook of Cosmetology*. Bronx, New York: Milady Publishing Corp., 1988.
- Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.
- Dalton, John. *The Professional Cosmetologist*. St. Paul, Minnesota: West Publishing Co., 1976.

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table, which shows the correlation between the objectives and written pretest questions. Then counsel student individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
1	1, 2, 3
2	4, 5
3	6, 7, 8
4	9, 10, 11

ANSWER KEY

1. a
2. d
3. c
4. b
5. c
6. d
7. a
8. b
9. c
10. a
11. b

OBJECTIVE 5

Refer to answers to Assignment Sheet 1.

OBJECTIVE 6

Refer to Practical Test for Job Sheets 1 through 4.

PRETEST

REMOVING SUPERFLUOUS HAIR

III

NAME ______________________ SCORE ______

____1. The removal of hair at the root

a. Epilation

b. Depilation

c. Coagulation

d. Hypertrichosis

____2. Too much or unwanted hair

a. Depilation

b. Epilation

c. Electrolysis

d. Superfluous hair

____3. Thickening due to the removal of moisture

a. Epilation

b. Depilation

c. Coagulation

d. Hypertrichosis

____4. The galvantic method of Electrolysis kills the papilla by the means of

a. Plucking

b. Electrical current

c. Heat

d. Wax

____ 5. The shortwave method of Electrolysis kills the papilla by means of

a. Plucking

b. Electrical current

c. Heat

d. Wax

____ 6. The method of hair removal using strong foams or liquids that dissolve the hair

a. Waxing

b. Tweezing

c. Shaving

d. Chemical depilatories

____ 7. The method of hair removal using a heated mixture and pulling it off

a. Waxing

b. Tweezing

c. Shaving

d. Chemical depilatories

____ 8. The method of hair removal where the hair is plucked or pulled from the hair follicle

a. Waxing

b. Tweezing

c. Shaving

d. Chemical depilatories

____ 9. The outer end of the brow is determined by placing the orangewood stick from the outer corner of the eye to the

a. bottom of ear

b. corner of the mouth

c. corner of the nose

d. middle of the chin

___ 10. The inner corner of the brow is determined by placing the orangewood stick from the inner corner of the eye to the

a. corner of the nose

b. tip of the nose

c. corner of the mouth

d. middle of cheek

___ 11. The highest point of an eyebrow arch is directly above

a. the pupil of the eye

b. the edge of the iris

c. the middle of the cheek

d. corner of the mouth

NOTICE In addition to the pretest items, the student will be required to demonstrate the mastery of the following objectives.

OBJECTIVE 5 **Determine the proper method of hair removal.** SCORE _______

OBJECTIVE 6 **Demonstrate the ability to**

a. Arch eyebrows with tweezers. RATING ______

b. Apply chemical depilatories. RATING ______

c. Perform a facial wax. RATING ______

d. Apply leg wax. RATING ______

INFORMATION SHEET — REMOVING SUPERFLUOUS HAIR — III

OBJECTIVE 1

Match terms associated with removing superfluous hair to their correct definitions.

- **Coagulation**—Thickening due to the removal of moisture
- **Depilation**—The removal of hair at the skin surface
- **Electrolysis**—The permanent removal of the hair by electricity
- **Epilation**—The removal of hair at the root by tweezing, waxing, or electrolysis
- **Hypertrichosis**—Excess hair
- **Papilla**—The root of the hair. The papilla supplies the nourishment for the hair
- **Predisposition test**—A patch test used to check for allergies
- **Superfluous hair**—Too much or unwanted hair
- **Taut**—Tightly drawn or stretched

OBJECTIVE 2

Discuss two methods of electrolysis.

Electrolysis is the permanent removal of hair and can only be practiced by a licensed electrologist. If the service is not done properly, it may cause facial pitting. A needle is inserted into the hair follicle and the papilla is killed by means of heat or electricity. Do not treat area on eyelids, inside the ears, inside the nose, or on moles.

Methods of Electrolysis

- **Galvantic method**—The galvantic method of electrolysis is also called the multi-needle method. A needle is inserted into the follicle and a small electric current passes through the papilla, killing it.
- **Shortwave method**—The shortwave method is the most used method. Heat is applied to the papilla by means of a needle. The papilla coagulates and dies.

NOTE: The shortwave machine has various currents to accommodate various hair types and should be F.C.C. approved.

OBJECTIVE 3

List methods of temporary hair removal. (Transparency 1)

Due to the expense and time involved in electrolysis, the client may prefer a fast, temporary method of hair removal.

CAUTION: **Never remove hair from a mole or if any skin irritations are present.**

Methods of temporary hair removal

- **Chemical depilatories**—Chemical depilatories are strong foams or liquids that dissolve hair at the skin surface
- **Shaving**—Shaving is removing the hair at the skin surface by means of a straight razor, safety razor, or an electric razor. Shaving cream is used to prevent the skin from becoming irritated. Shaving is done on the legs and the armpits.
- **Tweezing**—Tweezing is removal of the hair from the hair follicle by pulling or plucking with tweezers. Tweezing is done in the eyebrow, upper lip, and chin areas.
- **Waxing**—Waxing is a heated mixture applied to unwanted hair and is peeled off. There are two types of waxes: Hard wax and soft wax. Hard wax hardens as it cools and can be lifted off by itself. Soft wax must be pulled off by a muslin cloth strip. There must be at least 2 to 3 weeks of hair growth before waxing. Waxing can be done on the facial areas and the legs.

OBJECTIVE 4

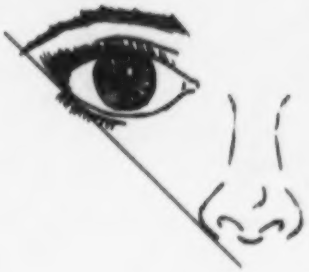
Explain steps for determining the arch of the eyebrows.

Arching eyebrows is unique to each client. The arch of the eyebrow relates to the client's facial proportions. Use an orangewood stick and an eyebrow pencil to determine the arch.

Arching eyebrows

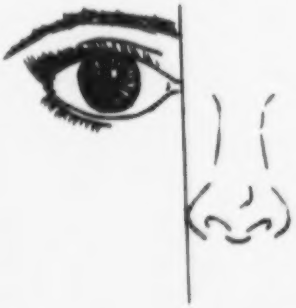
1. Place the orangewood stick diagonally from the corner of the nose to the outside corner of the eye. Mark with an eyebrow pencil. This determines where the brow should end.

FIGURE 1



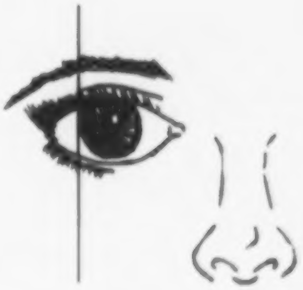
2. Place the orangewood stick vertically from the corner of the nose to the inner corner of the eye and mark it. This determines where the brow should start.

FIGURE 2

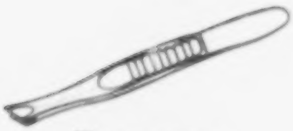


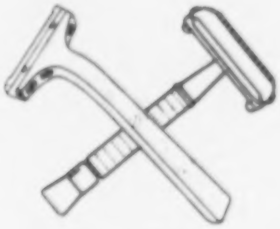
3. With the client looking straight ahead, place the orangewood stick vertically just on the outside edge of the iris of the eye. This determines the highest point of the arch.

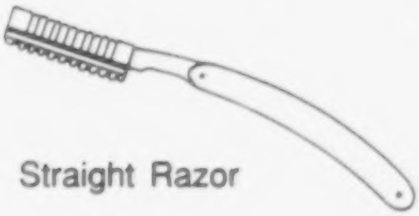
FIGURE 3

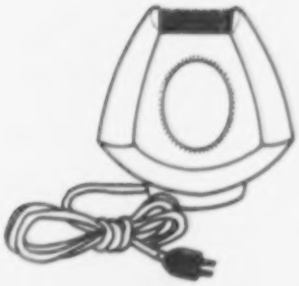


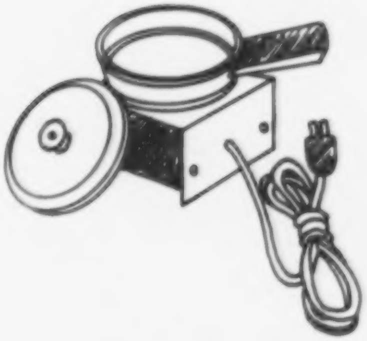
Implements Used for Temporary Hair Removal


Tweezers


Safety Razor


Straight Razor


Electric Razor


Hot Wax Heater

ASSIGNMENT SHEET 1

REMOVING SUPERFLUOUS HAIR

III

NAME ______________________ SCORE ______

OBJECTIVE 5 **Determine proper method of hair removal.**

DIRECTIONS Write in the method of hair removal described.

1. Multi-needle method; the hair papilla is killed by an electrical current.

   ____

2. Heat is applied to the papilla and the papilla coagulates.

   ____

3. Removal of hair by pulling or plucking the hair from the follicle.

   ____

4. Strong foams or liquids that dissolve the hair.

   ____

5. Removal of the hair at the skin surface with a razor.

   ____

6. Application of a heated mixture to the hair and peeling it off.

   ____

ASSIGNMENT ANSWERS

REMOVING SUPERFLUOUS HAIR

III

ASSIGNMENT SHEET 1

1. Galvantic current method
2. Shortwave method
3. Tweezing
4. Chemical depilatories
5. Shaving
6. Waxing

JOB SHEET 1 — REMOVING SUPERFLUOUS HAIR

III

OBJECTIVE 6a

Arch eyebrows with tweezers.

INTRODUCTION

Tweezing is the method of hair removal used when small amounts of hair need to be removed. Tweezing should be done in the direction of hair growth.

TOOLS AND EQUIPMENT

- Shampoo cape
- Neck strip
- Towels
- Sterilizer container
- Tweezers
- Eyebrow brush
- Eyebrow pencil
- Orangewood stick

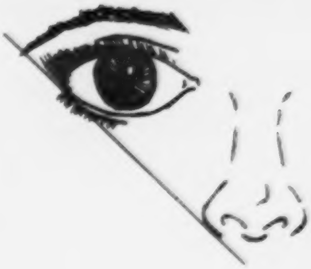
SUPPLIES

- 70 percent alcohol
- Cotton pledgets
- Astringent
- Boric acid

PROCEDURES

1. Drape the client for a facial service.
2. Arrange materials for the eyebrow arching.
3. Discuss with the client the proper shape of the eyebrow.
4. Determine the amount of hair to be removed.
5. Measure the outer edge of the brow.
6. Place an orangewood stick diagonally from the corner of the nose to the outer corner of the eye.

FIGURE 1



7. Place a dot at the outer end of the brow with the eyebrow pencil.

8. Repeat for the other eye.

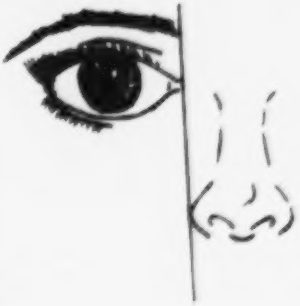
9. Measure the inner edge of the brow.

10. Place the orangewood stick vertically from the corner of the nose to the inner corner of the eye.

11. Mark the point with the eyebrow pencil.

12. Repeat for the other eye.

FIGURE 2



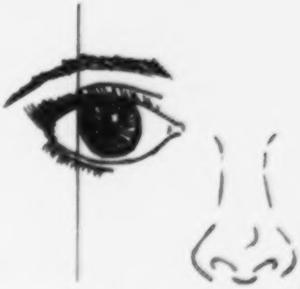
13. Ask the client to look straight ahead.

14. Measure the highest point of the arch.

15. Place the orangewood stick vertically just outside the edge of the iris (center) of the eye.

16. Mark the point with the eyebrow pencil.

FIGURE 3



17. Dampen cotton pledgets with boric acid and place them over both eyes.

    NOTE: This will prevent stray hairs from falling into the eyes.

18. Holding the skin taut, tweeze the area between the pencil marks.

19. Begin at the inner corner of the eyes and tweeze the hair in the direction of growth.

20. Remove the excess hair under the brows.

21. Arch the brow to the highest point, gradually.

22. Remove the hair outside the pencil marks on the outer and inner edge of the brow.

23. Remove the hair between the eyes.

    NOTE: Avoid tweezing hair above the brow. The arch could be destroyed.

24. Brush the brows with the brow brush against the hair growth.

25. Check the area for stray hairs.

26. Remove the cotton pledgets from the eyes.

27. Apply astringent to a clean cotton pledget.

28. Stroke the eyebrow area in the direction of the hair growth.

29. Have your instructor evaluate your work.

30. Clean up your work area and sanitize the implements.

JOB SHEET 2

REMOVING SUPERFLUOUS HAIR

III

OBJECTIVE 6b

Apply chemical depilatories.

INTRODUCTION

There are a variety of chemical depilatories on the market. Make sure you read the manufacturer's instructions before using the depilatory.

TOOLS AND EQUIPMENT

- Towel
- Spatula
- Neck strip
- Clippies
- Soap or shampoo
- Talcum powder

SUPPLIES

- Chemical depilatory
- Skin lotion
- Cotton pledgets
- Emollient cream or petroleum jelly

PROCEDURES

1. Perform a predisposition test at least 24 hours in advance of the depilatory.
    a. Apply a small amount of the depilatory behind the client's ear.
    b. Leave it on for 15 minutes and then remove it.
    c. Check the area, after 24 hours, for an allergic reaction.
2. Wash your hands.
3. Wash the area that is to be treated with the soap or shampoo.

    NOTE: If the facial area is to be treated, apply the neck strip and clippies around the hairline.

4. Apply emollient cream to the surrounding area.

   NOTE: Do not apply the emollient cream or petroleum jelly directly to the area to be treated with the depilatory.

5. Apply the depilatory with a spatula to the area to be treated.

   CAUTION: Do not apply chemical depliatory near the eyes.

6. Leave the depilatory on the area for the required time specified by the manufacturer. Recommended time is from 5 to 15 minutes.

7. Check the treated area every few minutes.

8. Remove small portions of the depilatory with the edge of the spatula.

9. Reapply the depilatory if necessary.

10. Remove the depilatory with cotton pledgets dampened with warm water.

    CAUTION: Do not rub the treated area.

11. Blot the treated area gently.

12. Apply the talc or skin lotion to the treated area.

13. Have the instructor evaluate your work.

14. Clean up your work area and sanitize the implements.

JOB SHEET 3
REMOVING SUPERFLUOUS HAIR

OBJECTIVE 6c

Perform a facial wax.

INTRODUCTION

Removing facial hair is done best by waxing. Waxing pulls the hair out at the root which causes the hair to grow back the same texture or finer. Waxing can be done under the brow or on the upper lip. The same procedure is used for both.

TOOLS AND EQUIPMENT

- Heater or hot plate
- Towel
- Shampoo cape
- Neck strips
- Orangewood stick or wooden tongue depressor
- Clippies

SUPPLIES

- Wax depilatory
- Cotton pledgets
- Soap or shampoo
- Skin lotion
- Astringent
- Talc powder

PROCEDURE

1. Begin heating the wax depilatory.
2. Drape the client for a facial, omitting the towel under the cape.
3. Pull back the client's hair with the neck strip and clippies.
4. Wash your hands.
5. Wash the area to be treated with the soap or shampoo and blot dry.
6. Apply the talc powder to the area to be waxed.

7. Test the wax by dipping the orangewood stick or tongue depressor into the wax and dropping one drop onto your wrist.

   NOTE: If wax is runny, let it cool some and retest it.

   CAUTION: If wax is too hot, it will burn the client.

8. Using the orangewood stick or depressor apply the wax to the area to be treated in the direction of the hair growth.

   CAUTION: Do not apply wax over moles, warts, or on the eyelids.

9. Press the wax between the fingers and allow it to cool.

10. Lift one corner of the wax.

11. Holding the skin taut, quickly pull the wax off in one movement against the direction of growth.

12. Immediately place your fingers over the treated area for a few seconds.

13. Apply a small amount of pressure.

    NOTE: This will relieve some pain.

14. Apply astringent to waxed area.

15. Massage skin lotion into waxed area.

16. Have instructor evaluate your work.

17. Clean up work area and sanitize implements.

JOB SHEET 4

REMOVING SUPERFLUOUS HAIR

III

OBJECTIVE 6d

Apply leg wax.

INTRODUCTION

Soft wax is the fastest method to remove unwanted hair from the legs. When the legs have been waxed the hair does not grow back stubbly. The client must have hair growth of at least 2 to 3 weeks.

TOOLS AND EQUIPMENT

- Heater or hot plate
- Shop gown
- Towel
- Wooden spatula or tongue depressor

SUPPLIES

- Wax depilatory
- Cotton pledgets
- Soap or shampoo
- Skin lotion
- Astringent
- Talc powder
- Muslin strips

PROCEDURE

1. Begin heating the wax depilatory.
2. Have the client change into the shop gown.
3. Wash your hands.
4. Wash the client's leg with the soap or shampoo.
5. Gently blot the leg and apply the talc powder.
6. Test the wax by applying one drop to your wrist.

   NOTE: If it is too hot, turn the heater down and retest.

7. Using the spatula, apply a thin layer of wax to the area to be treated.
8. Apply in the direction of hair growth.
9. Place the muslin strip over the wax and smooth with your hand.
10. Allow an edge on the cloth for you to grasp to remove the wax.
11. Holding the skin taut, grasp the edge of the muslin strip and quickly pull the strip against the hair growth.
12. Apply light pressure immediately with your hand to the treated area.
13. Repeat the procedure until the entire area is free of hair.
14. Pluck stray hairs with tweezers.
15. Apply astringent to treated area with cotton pledgets.
16. Massage skin lotion into treated area.
17. Have instructor evaluate your work.
18. Clean up work area and sanitize implements.

PRACTICAL TEST 1

REMOVING SUPERFLUOUS HAIR

III

JOB SHEET 1

Arch eyebrows with tweezers.

Student's name ____________________ Date __________

Evaluator's name ____________________ Attempt no. ____

Instructions When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Draped client.	____	____
2. Arranged materials.	____	____
3. Consulted with client.	____	____
4. Measured outer brow line and marked.	____	____
5. Measured inner brow line and marked.	____	____
6. Measured highest point of arch and marked.	____	____
7. Put boric acid compresses on eyes.	____	____
8. Held skin taut.	____	____
9. Tweezed below brow line.	____	____
10. Tweezed outside pencil marks.	____	____
11. Brushed brows.	____	____
12. Checked for stray hairs.	____	____
13. Removed compress from eyes.	____	____
14. Applied astringent.	____	____
15. Cleaned work area.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4	3	2	1
Draped and arranged materials				Client not draped. No material out.
	4	3	2	1
Properly arched eyebrow with no stray hairs				Stray hairs left. Uneven brow with stray hairs, improper brow arched

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program, limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 2

REMOVING SUPERFLUOUS HAIR

III

JOB SHEET 2

Apply chemical depilatories.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Gave a predisposition test.	_____	_____
2. Washed hands.	_____	_____
3. Washed area to be treated.	_____	_____
4. Applied emollient cream to surrounding area.	_____	_____
5. Applied depilatory.	_____	_____
6. Left depilatory for required time.	_____	_____
7. Checked depilatory.	_____	_____
8. Removed depilatory with cotton pads.	_____	_____
9. Blotted area gently.	_____	_____
10. Cleaned work area.	_____	_____
TOTAL	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4	3	2	1
All hair removed				Stray hairs left
All depilatory removed from skin				Traces of depilatory left on skin.

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program, limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 3

REMOVING SUPERFLUOUS HAIR

III

JOB SHEET 3

Perform a facial wax.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Heated wax.	_____	_____
2. Draped patron.	_____	_____
3. Pulled back client's hair.	_____	_____
4. Washed hands.	_____	_____
5. Washed area to be treated.	_____	_____
6. Applied talc.	_____	_____
7. Tested the wax.	_____	_____
8. Applied wax.	_____	_____
9. Pressed wax between fingers.	_____	_____
10. Lifted one corner of the wax.	_____	_____
11. Holding skin taut, pulled off wax.	_____	_____
12. Applied pressure to area.	_____	_____
13. Applied astringent.	_____	_____
14. Applied skin lotion.	_____	_____
15. Cleaned work area.	_____	_____
TOTAL	_____	_____

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4	3	2	1
All wax removed from skin				Traces of wax
	4	3	2	1
All hair removed with no strays				Stray hairs left

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program, limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process, but is unable to perform job

JOB SHEET 4

Apply leg wax.

Student's name ____________________ Date __________

Evaluator's name ____________________ Attempt no. ____

Instructions When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Heated wax.	____	____
2. Had client change into shop gown.	____	____
3. Washed hands.	____	____
4. Washed area to be treated.	____	____
5. Blotted and applied talc.	____	____
6. Tested wax.	____	____
7. Applied wax.	____	____
8. Applied muslin.	____	____
9. Pulled strip off.	____	____
10. Applied light pressure.	____	____
11. Repeated until entire leg is treated.	____	____
12. Applied astringent.	____	____
13. Applied skin lotion.	____	____
14. Cleaned work area.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

4	3	2	1
All wax removed, skin is smooth and not tacky			Stray hairs, skin is sticky from wax

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program, limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process, but is unable to perform job

WRITTEN TEST

REMOVING SUPERFLUOUS HAIR

III

NAME ______________________________ SCORE ________

OBJECTIVE 1

Match terms associated with removing superfluous hair to their correct definitions.

____ 1. The permanent removal of the hair by electricity

____ 2. Tightly drawn or stretched

____ 3. A patch test used to check for allergies

____ 4. Excess hair

____ 5. The removal of hair at the skin surface

____ 6. The removal of hair at the root by tweezing, waxing, or electrolysis

____ 7. Too much or unwanted hair

____ 8. Thickening due to the removal of moisture

a. Coagulation

b. Depilation

c. Electrolysis

d. Epilation

e. Hypertrichosis

f. Papilla

g. Predisposition test

h. Superfluous hair

i. Taut

OBJECTIVE 2

Discuss two methods of electrolysis.

1. Galvantic Method ______________________________

____

2. Shortwave Method ______________________________

____

OBJECTIVE 3

List methods of temporary hair removal.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

OBJECTIVE 4

Explain steps for determining the arch of the eyebrows.

1. Outer edge ______________________________

____

2. Inner edge ______________________________

____

3. Highest point ____________________________

____

NOTICE

The following assignment sheet and job sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 5

Determine proper method of hair removal. SCORE ________

OBJECTIVE 6

Demonstrate the ability to

a. Arch eyebrows with tweezers. RATING ________

b. Apply chemical depilatories. RATING ________

c. Perform a facial wax. RATING ________

d. Apply leg wax. RATING ________

WRITTEN TEST ANSWERS

REMOVING SUPERFLUOUS HAIR

III

OBJECTIVE 1

1. c
2. i
3. g
4. e
5. b
6. d
7. h
8. a

OBJECTIVE 2

1. Multi-needle method, a needle is inserted into the hair follicle and a small electrical current kills the papilla.
2. Heat is applied to the papilla, coagulating it.

OBJECTIVE 3

1. Chemical depilatories
2. Shaving
3. Tweezing
4. Waxing

OBJECTIVE 4

1. Place an orangewood stick from the corner of the nose to the outer corner of the eye and mark with an eyebrow pencil.
2. Place the orangewood stick from the corner of the nose to the inner corner of the eye and mark.
3. Place orangewood stick vertically at the outer edge of the iris of the eye and mark.

OBJECTIVE 5

Refer to answers to Assignment Sheet 1.

OBJECTIVE 6

Refer to Practical Test for Job Sheets 1 through 4.

OBJECTIVE SHEET

PERFORMING RELATED FACIAL SERVICES

IV

INTRODUCTION

Related facial services in a salon consist of facial hair lightening, applying strip and individual eye lashes, and lash and brow tinting. Salons can increase profits by performing some or all of the related services. Related services are also an excellent marketing technique that can attract new customers.

UNIT OBJECTIVE

After completing this unit, the student should be able to identify and demonstrate related facial services of cosmetology. The student will show these competencies by completing job sheets and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with related facial services to their correct definition.
2. List in order steps for facial hair lightening.
3. List in order steps for applying strip eyelashes.
4. Arrange in order steps for applying individual eyelashes.
5. List in order steps for giving a lash and brow tint.
6. Demonstrate the ability to
   a. Perform facial hair lightening techniques. (Job Sheet 1)
   b. Apply strip eyelashes. (Job Sheet 2)
   c. Apply individual eyelashes. (Job Sheet 3)
   d. Give a lash and brow tint. (Job Sheet 4)

SUGGESTED ACTIVITIES

PERFORMING RELATED FACIAL SERVICES

IV

PREPARATION

- Order films, videotapes, and other media to supplement the unit.
- Order supplies and equipment to supplement the unit.

DELIVERY

Objective 1

- Go over terms and definitions with the students to introduce them to the unit.

Objective 2

- Demonstrate to the students the steps for facial hair lightening.

Objectives 3 and 4

- Demonstrate to the students the application of strip eyelashes.
- Demonstrate the application of individual eyelashes to the students.
- Have the students discuss the pros and cons between strip and individual eyelashes.

Objective 5

- Demonstrate a brow and lash tint to the students.

APPLICATION

Objective 6

- Have the students do Job Sheets 1 through 4.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify material in unit or create supplementary material for individual students as required.

Practical Test

- Give practical test.

  NOTE: The practical test is used with the Job Sheet.

- Evaluate student on process evaluation.

  NOTE: Student must receive all "Yes" check marks to pass the competency.

- Retest if necessary.
- Evaluate student on product evaluation.
- Rate the student on the criteria listed.
- A student may re-submit a product for evaluation until they are able to demonstrate mastery.
- Students may need to review material.
- Reteach and retest if necessary.
- Counsel students individually on practical test results, and explain the evaluator comments.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Evaluate students on assignment sheet and job sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Unit Reference

- Gerson, Joel. *Standard Textbook for Professional Estheticians*. Bronx, New York: Milady Publishing Corp., 1980.
- Kibbe, Constance V. *Standard Textbook of Cosmetology*. Bronx, New York: Milady Publishing Corp., 1988.
- Dalton, John. *The Professional Cosmetologist*. West Publishing Co.: St. Paul, Minnesota, 1976.

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table, which shows the correlation between the objectives and written pretest questions. Then counsel student individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
1	1, 2
2	3, 4
3	5, 6
4	7, 8
5	9, 10

ANSWER KEY

1. d
2. a
3. b
4. d
5. c
6. c
7. a
8. b
9. d
10. c

OBJECTIVE 6

Refer to Practical Tests for Job Sheets 1 through 4.

PRETEST

PERFORMING RELATED FACIAL SERVICES

IV

NAME ______________________________ SCORE ______

____ 1. A chemical mixture that removes color from the hair

a. Adhesive

b. Aniline

c. Synthetic

d. Lightener

____ 2. Cutting eyelashes at various lengths

a. Feathering

b. Lightener

c. Synthetic

d. Adhesive

____ 3. Facial hair is lightened with

a. Skin lotion

b. Bleach

c. Adhesive

d. 70% alcohol

____ 4. If the facial bleach dries, it will

a. Discolor

b. Work the same

c. Work faster

d. Stop working

____ 5. Strip eyelashes must be removed

a. Once a week

b. Twice a week

c. Each night

d. Once a month

____ 6. Lashes are attached to the eyelids with

a. Glue

b. 70% alcohol

c. Adhesive

d. Tape

____ 7. The shortest individual lashes go at

a. The inner corner

b. The middle of the eyelid

c. The outer corner

d. The inner and outer corners

____ 8. Individual lashes are placed

a. Underneath the natural lash

b. Directly over the natural lash

c. Beside the natural lash

d. Above the natural lash

____ 9. During a lash and brow tint, eye shields are placed

a. Between the upper and lower lashes

b. On the eyelids

c. Under the brows

d. Under the lower lashes

___ 10. The tinting solutions are applied with a/an

a. Mascara brush

b. Eye brush

c. Cotton swab

d. Tint brush

NOTICE

In addition to the pretest items, the student will be required to demonstrate the mastery of the following objective.

OBJECTIVE 6

Demonstrate the ability to

a. **Perform facial hair lightening techniques.** RATING ______

b. **Apply strip eyelashes.** RATING ______

c. **Apply individual eyelashes.** RATING ______

d. **Give a lash and brow tint.** RATING ______

INFORMATION SHEET

PERFORMING RELATED FACIAL SERVICES

IV

OBJECTIVE 1

Match terms associated with related facial services to their correct definition.

- **Adhesive**—A substance that tends to adhere or stick
- **Aniline derivative tint**—A permanent hair color
- **Feathering**—Cutting eyelashes at various lengths
- **Lightener**—A chemical mixture that removes color from the hair
- **Synthetic**—An artificial fiber

OBJECTIVE 2

List in order steps for facial hair lightening.

When a client wishes to make her facial hair less noticeable but does not want to go through the slight pain of removing the hair, suggest hair lightening. The facial hair is bleached to a light shade that blends with the client's skin color.

Steps to facial hair lightening

1. Give a predisposition test 24 hours in advance.
2. Drape the client for a facial service.
3. Prepare the bleach mixture according to manufacturer's directions.
4. Apply the bleach to area to be lightened with a swab or color brush.
5. Check the lightening periodically. The process usually takes from 15 minutes to an hour depending on the desired results.
6. Keep the bleach wet by reapplying the bleach. The bleach stops working when it dries.
7. Remove the lightener when the desired shade has been reached.
8. Apply a skin lotion to the treated area.

OBJECTIVE 3 **List in order steps for applying strip eyelashes.**

Strip eyelashes are human hair or synthetic fibers attached to a base. The base fits the curve of the eyelid. Strip eyelashes come in a range of colors between brown to black and a variety of sizes. Strip eyelashes must be removed each night.

1. Prepare the client by placing a towel under the chin and a towel under the neck or drape for a facial.

2. Wash hands.

   NOTE: If the client's eyelashes are naturally straight or grow straight down, apply mascara and then curl the lashes with an eyelash curler.

3. Examine the lashes to determine which eye the lashes are made for. The heavy side of the lash goes at the outer corner of the eye.

4. Trim the eyelashes if they are too long or all the same length. Feather the lashes by laying the lashes on a hard surface and scraping outwardly with a razor blade. This staggers the length of the lashes.

5. Place a small amount of adhesive on a piece of foil.

6. Dip a toothpick into the adhesive.

7. Apply the adhesive to the base of the eyelash.

8. Allow the adhesive to dry for about thirty to sixty seconds.

9. Bend the lashes into a horseshoe shape. This allows for a better fit to the eyelid.

10. Have the client look down and keep her eyes half-closed. If the eyelids flutter, hold the skin taut with your fingertips.

11. Place the strip along the base of the natural lashes. Put the end near the inner corner of the eye about 1/4 of an inch from the corner.

12. Press the lashes firmly in place.

13. Using your fingers, press together the strip eyelashes and the natural lashes.

14. Allow the adhesive to dry for approximately 5 minutes.

OBJECTIVE 4

Arrange in order steps for applying individual eyelashes.

Individual eyelashes are made of synthetic fibers or human hair. The lashes remain fixed for up to six weeks if applied properly. Individual lashes can be removed by a removal solution, a solution containing oil, or the natural shedding of eyelashes.

1. Prepare the client for the service.
2. Wash your hands.
3. Remove all make-up from around the eyes.
4. Brush client's natural eyelashes with eye brush to separate them.
5. Place a small amount of adhesive into a small dish or container.
6. Have the client look down with eyes half-closed.
7. Pick up the lash from the tray with tweezers.
8. Dip the end of the lash into the adhesive.
9. Stroke the lash down the natural lash that it is to be attached to. Allow excess adhesive to spread over natural lash.
10. Place the individual lash directly over the base of the natural lash.
11. Allow lashes to dry for about 2 hours.

OBJECTIVE 5

List in order steps for giving a lash and brow tint.

Clients with light colored lashes and brows may benefit from a lash and brow tint. These tints come in brown and black. They are specially designed for use in the eye area. Never use an aniline derivative tint on lashes or brows, it could cause blindness.

1. Prepare the client.
2. Wash your hands.
3. Remove all make-up from the eye area.
4. Apply the first solution to the lashes and brows with a cotton swab.

5. Allow solution to remain on lashes and brows for required time.

6. Apply the second solution to the lashes and brows.

7. Remove eye shields and gently wash lashes and brows with soapy water.

8. Remove any stains on the skin with stain remover provided with the tint kit.

JOB SHEET 1 — PERFORMING RELATED FACIAL SERVICES — IV

OBJECTIVE 6a

Perform facial hair lightening techniques.

INTRODUCTION

Lightening facial hair is a quick and effective way to camouflage facial hair.

TOOLS AND EQUIPMENT

- Shampoo cape
- Towels, 2
- Tint brush
- Clippies

SUPPLIES

- Bleach
- Cotton pledgets
- Skin lotion
- Cotton swabs

PROCEDURE

1. Give predisposition Test 24 hours in advance.
2. Drape the client for a facial service.
3. Clip the client's hair back away from the face.
4. Wash hands.
5. Wash the area to be treated and remove all make-up.
6. Gently blot the area dry.
7. Prepare the bleach mixture.

   NOTE: Read the manufacturer's instruction before mixing the bleach.
8. Apply the bleach to the area to be treated with a tint brush or a cotton swab.
9. Check the bleach periodically for the progress of the lightening.

10. Reapply bleach to keep the mixture wet.
11. When the desired shade has been reached, remove the bleach with a damp cotton pledget.
12. Apply a skin lotion to the treated area.
13. Have your instructor evaluate your work.
14. Clean up your work area.

JOB SHEET 2

PERFORMING RELATED FACIAL SERVICES

IV

OBJECTIVE 6b

Apply strip eyelashes.

INTRODUCTION

Strip lashes should be feathered before applying them to the client. The goal of applying strip eyelashes is to make them look as real as possible.

TOOLS AND EQUIPMENT

- Tweezers
- Mascara brush
- Toothpick
- Manicuring scissors
- Sterilizer container
- Foil paper
- Towel

SUPPLIES

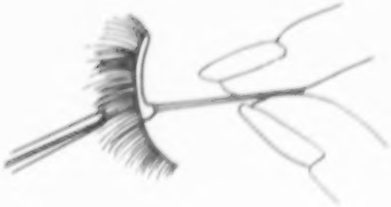
- Eyelashes
- Adhesive
- 70% alcohol
- Mascara

PROCEDURE

1. Prepare client by draping for a facial.
2. Place tweezers in sterilizer containing 70% alcohol.
3. Wash your hands.
4. Remove all make-up from the eye area.
5. Curl lashes with a lash curler if the natural lashes grow straight down.
6. Examine the lashes. The heavy side of the lashes goes near the outer corner of the eyelid.
7. Place a small amount of adhesive on a piece of foil.

8. Dip a toothpick into the adhesive.
9. Pick up the lashes with the tweezers.
10. Apply the adhesive evenly to the base of the lashes.

FIGURE 1

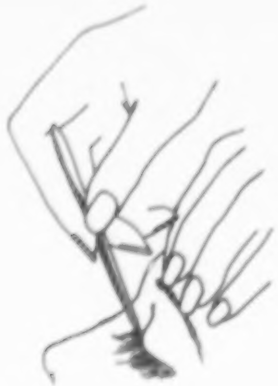


11. Let the adhesive dry for 30 to 60 seconds.
12. Bend the lashes into a horseshoe shape for a better fit along the curve of the eyelid.
13. Have client look down, with eyes half-closed.

    CAUTION: If eyes are completely closed, the lower lashes may be glued to the upper lashes.

14. Place the strip along the natural lashes.

FIGURE 2



15. Press along the base of the lashes.

16. Press the strip lashes and natural lashes together using the thumb and forefinger.

17. Allow to dry for approximately 5 minutes.

18. Repeat steps 8-17 for the other eye.

19. Using a mascara brush, blend strip lashes with natural lashes.

20. Apply mascara underneath the lashes.

    NOTE: Strip lashes can be removed with any type of oil or cream designed for the face.

21. Have your instructor evaluate your work

22. Clean up work area and sanitize implements.

JOB SHEET 3 — PERFORMING RELATED FACIAL SERVICES — IV

OBJECTIVE 6c **Apply individual eyelashes.**

INTRODUCTION

Individual lashes are great to use when the client's lashes are sparse or thin in spots, or if the lashes are to be left on for long periods of time.

TOOLS AND EQUIPMENT

- Tweezers
- Sterilizer container
- Eyelash brush
- Small dish or container
- Shampoo cape
- Towels, 2
- Reclining chair
- Stool for cosmetologist
- Hand mirror

SUPPLIES

- Eye make-up remover
- Neck strip
- Tissues
- Semi-permanent eyelash adhesive
- Cotton swabs

  NOTE: A predisposition test may be given 24 hours before the service if there is a doubt that the client is allergic to the adhesive.

- Synthetic or human hair lashes

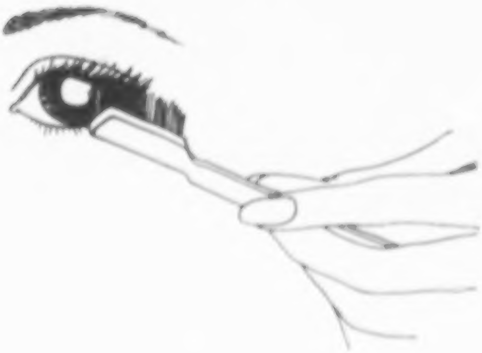
  NOTE: The human hair lashes look more natural and stay on longer but are more expensive.

- 70% alcohol
- Eyelash remover

PROCEDURE

1. Place tweezers in sterilizer container with 70% alcohol.
2. Prepare the client by draping with the neck strip and shampoo cape.
3. Place client in a reclining position.
4. Place towels over client's chest and shoulders.
5. Remove all traces of make-up from both eyes with eye make-up remover.
6. Pat both eyes dry using a towel.
7. Brush natural lashes with the eyelash brush to separate them.

FIGURE 3



8. Place a small amount of adhesive in a small dish.

   NOTE: The adhesive dries quickly so pour out very little at a time.

9. Have the client look down, keeping eyes half-closed. Allow the client to blink to prevent tearing.

   CAUTION: Upper and lower lashes may be glued together if the eyes are completely closed.

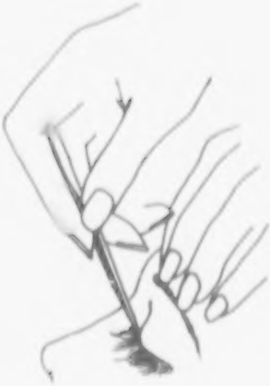
10. Place tweezers in center of an eyelash and pull if from the tray.

11. **Dip the end of the lash into the adhesive, allowing a generous amount of adhesive to adhere to lash.**

12. **Stroke the lash down the natural lash on which it is to be placed, allowing excess adhesive to spread over natural lash.**

13. Place individual lash directly over natural lash towards the base.

FIGURE 4



NOTE: Begin working in the center of the eye with the longer lashes and work out to either side using the shorter lashes at the inner corner.

CAUTION: Do not place individual lashes on the skin. The lash will not adhere and the adhesive may irritate the skin.

14. Place three or four lashes on one eye. Allow client to check lash position in the hand mirror.

15. Place three or four lashes on the other eye.

NOTE: Alternating from eye to eye will help to prevent tearing.

16. Apply lashes to both eyes. Alternate every three or four lashes and check progress periodically in the hand mirror.

17. Advise the client not to rub the eyes or use creams or oils on the eyes.

18. Allow lashes to dry for two hours before applying eyeshadow.

    NOTE: Mascara and eyeliner are not needed.

    CAUTION: Do not pull off individual lashes. Remove lashes with special lash remover.

19. Have your instructor evaluate your work.

20. Clean up your work area and sanitize implements.

JOB SHEET 4

PERFORMING RELATED FACIAL SERVICES

IV

OBJECTIVE 6d

Give a lash and brow tint.

INTRODUCTION

Lash and brow tint is used for the client that has light eyelashes and light or greying brows.

TOOLS AND EQUIPMENT

- Shampoo cape
- Towel

SUPPLIES

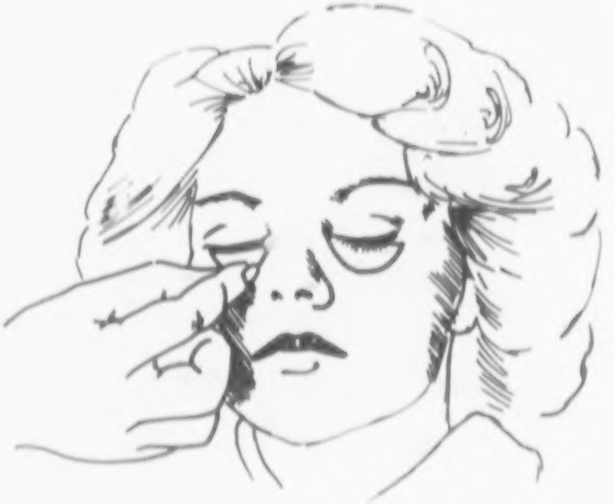
- Tint solution #1
- Tint solution #2
- Stain remover
- Cotton swabs
- Eye shields
- Cotton pledgets
- Eye make-up remover
- Petroleum Jelly

PROCEDURE

1. Drape the client.
2. Wash your hands.
3. Remove eye make-up from around the eyes and brows. Use the eye make-up remover and a cotton pledget.
4. Apply petroleum jelly around the eye area to be treated.
5. Apply petroleum jelly to the back of the eye shields.
6. Have the client look up, place the eye shield under the lower lashes and have the client close her eyes.

   NOTE: Place the shields as close to the lash line as possible.

FIGURE 5



7. Dip a cotton swab into tint solution #1.

   NOTE: Replace cap on the solution after use. Leaving the cap off will cause the solution to oxidize.

8. Apply solution to the lash and brows, thoroughly saturating the lash and brows. Throw swab away.

9. Allow the solution to remain on the lashes and brows for approximately 5 minutes.

   NOTE: Read manufacturer's instructions for the proper time.

10. Dip a cotton swab into tint solution #2.

11. Apply the solution to the lash and brows. Throw the swab away.

12. Remove the eye shields from underneath the eyes.

13. Gently wash the lashes and brows with soapy water.

14. Remove any stains with the stain remover.

15. Have your instructor evaluate your work.

16. Cleaned up your work area.

PRACTICAL TEST 1

PERFORMING RELATED FACIAL SERVICES

IV

JOB SHEET 1

Perform facial hair lightening techniques.

Student's name ______________________________ Date ___________

Evaluator's name ___________________________ Attempt no.____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Draped client.	_____	_____
2. Clipped hair back.	_____	_____
3. Washed hands.	_____	_____
4. Washed area to be treated.	_____	_____
5. Blotted area.	_____	_____
6. Prepared bleach.	_____	_____
7. Applied bleach.	_____	_____
8. Checked bleach.	_____	_____
9. Reapplied bleach.	_____	_____
10. Removed bleach.	_____	_____
11. Applied skin lotion.	_____	_____
12. Cleaned work area.	_____	_____
TOTAL	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key). A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Client draped	4	3	2	1 No drape
Hair is lightened	4	3	2	1 Hair unevenly lightened or not lightened enough
	4	3	2	1
	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 2

PERFORMING RELATED FACIAL SERVICES

IV

JOB SHEET 2

Apply strip eyelashes.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Prepared client.	____	____
2. Sanitized tweezers.	____	____
3. Washed hands.	____	____
4. Removed eye make-up.	____	____
5. Curled lashes.	____	____
6. Examined lashes.	____	____
7. Put adhesive on foil.	____	____
8. Dipped toothpick into adhesive.	____	____
9. Grasped eyelashes with tweezers.	____	____
10. Applied adhesive evenly to base.	____	____
11. Dried adhesive for 30 to 60 seconds.	____	____
12. Bent lashes in horseshoe shape.	____	____
13. Had client look down.	____	____
14. Placed strip along lash line.	____	____
15. Pressed along the base.	____	____
16. Pressed strip and natural lashes together.	____	____
17. Allowed to dry 5 minutes.	____	____
18. Repeated steps 8 through 17 for other eye.	____	____
19. Blended lashes with a mascara brush.	____	____
20. Applied mascara.	____	____
21. Cleaned work area.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key). A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Lashes secured along baseline with no adhesive showing	4	3	2	1 Lash strip not securely adhered to baseline.
	4	3	2	1
	4	3	2	1
	4	3	2	1

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program, limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process, but is unable to perform job

JOB SHEET

Apply individual eyelashes.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Sanitized tweezers.	____	____
2. Draped client.	____	____
3. Reclined client.	____	____
4. Put towel over client's chest and shoulders.	____	____
5. Removed eye make-up.	____	____
6. Patted eyes dry.	____	____
7. Brushed natural lashes.	____	____
8. Placed adhesive in dish.	____	____
9. Had client look down.	____	____
10. Picked up lash with tweezers.	____	____
11. Dipped lash into adhesive.	____	____
12. Stroked down natural lash.	____	____
13. Placed lash over natural lash.	____	____
14. Placed 3 or 4 lashes.	____	____
15. Alternated eyes until complete.	____	____
16 Advised client not to rub eyes.	____	____
17. Allowed to dry 2 hours.	____	____
18. Cleaned work area.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key). A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4	3	2	1
Lashes uniformly spaced with no adhesive showing on lashes.				Lashes are lumped together with clumps of adhesive visible.
	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program, limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process, but is unable to perform job

JOB SHEET 4

Give a lash and brow tint.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Draped the client.	____	____
2. Washed hands.	____	____
3. Removed eye make-up.	____	____
4. Applied petroleum jelly around eyes.	____	____
5. Applied petroleum jelly on eye shields.	____	____
6. Placed eye shields under lower lashes.	____	____
7. Dipped swab in solution #1.	____	____
8. Applied solution to lashes and brows.	____	____
9. Allowed solution to remain for required time.	____	____
10. Dipped swab in solution #2.	____	____
11. Applied solution to lashes and brows.	____	____
12. Removed eye shields.	____	____
13. Washed lashes and brows.	____	____
12. Removed eye shields.	____	____
13. Washed lashes and brows.	____	____
14. Removed stains.	____	____
15. Cleaned work area.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key). A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Lashes and brows tinted to uniform color	4	3	2	1	Areas of brow or lashes left uncolored
No stains on the skin	4	3	2	1	Stains left on skin
	4	3	2	1	
	4	3	2	1	

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program, limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process, but is unable to perform job

WRITTEN TEST | PERFORMING RELATED FACIAL SERVICES | IV

NAME ______________________ SCORE ______

OBJECTIVE 1

Match terms associated with related services to their correct definition.

____ 1. Cutting eyelashes at various lengths

____ 2. Substance that tends to adhere or stick

____ 3. A permanent hair color

____ 4. Artificial fiber

a. Adhesive

b. Aniline derivative tint

c. Feathering

d. Lightener

e. Synthetic

f. Petroleum jelly

OBJECTIVE 2

List in order steps for a facial hair lightening.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________

OBJECTIVE 3

List in order steps for applying strip eyelashes.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

10. ______________________________

11. ______________________________

12. ______________________________

13. ______________________________

14. ______________________________

____

OBJECTIVE 4 **Arrange in order steps for applying individual eyelashes.**

____ a. Dip the end of the lash into the adhesive.

____ b. Brush client's natural lashes.

____ c. Stroke lash down natural lash.

____ d. Wash your hands.

____ e. Allow to dry 2 hours.

____ f. Pick up lash with tweezers.

____ g. have client look down.

____ h. Prepare client.

____ i. Attach lash directly over natural lash.

____ j. Place small amount of adhesive in a small dish.

____ k. Remove all make-up from around the eyes.

OBJECTIVE 5 **List in order steps for giving a lash and brow tint.**

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

6. ____

____

7. ____

____

8. ____

____

9. ____

____

NOTICE The following job sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 6 Demonstrate the ability to

a. **Perform facial hair lightening techniques.** RATING________

b. **Apply strip eyelashes.** RATING________

c. **Apply individual eyelashes.** RATING________

d. **Give a lash and brow tint.** RATING________

WRITTEN TEST ANSWERS | PERFORMING RELATED FACIAL SERVICES | IV

OBJECTIVE 1

1. c
2. a
3. b
4. e

OBJECTIVE 2

1. Drape the client.
2. Prepare the bleach according to manufacturer's directions.
3. Apply the bleach to the hair.
4. Check the progress periodically.
5. Reapply bleach to keep wet.
6. Remove bleach.
7. Apply a skin lotion.

OBJECTIVE 3

1. Prepare the client.
2. Wash hands.
3. Examine lashes.
4. Trim the lashes.
5. Adhesive on foil.
6. Dip a toothpick into adhesive.
7. Apply adhesive to lashes.
8. Adhesive dries 30 to 60 seconds.
9. Bend lashes into horseshoe shape.
10. Have client look down.
11. Place strip along lash line.

12. Press lashes firmly.
13. Press strip and natural lashes together.
14. Allow to dry for 5 minutes.

OBJECTIVE 4

a. 8
b. 4
c. 9
d. 2
e. 11
f. 7
g. 6
h. 1
i. 10
j. 5
k. 3

OBJECTIVE 5

1. Prepare the client.
2. Wash your hands.
3. Remove all make-up around the eye area.
4. Apply solution #1 to lashes and brows.
5. Apply solution to remain on lashes and brows.
6. Apply solution #2 to lashes and brows.
7. Remove eye shields.
8. Remove stains with stain remover.

OBJECTIVE 6

Refer to Job Sheets 1 through 4.

OBJECTIVE SHEET

APPLYING BASIC MAKE-UP

V

INTRODUCTION

Since ancient times, people around the world have worn make-up. When make-up is properly applied, good facial features are emphasized and poor or weak features are disguised. A good make-up artist can turn a plain person into a glamorous individual.

UNIT OBJECTIVE

After completing this unit, the student should be able to describe and demonstrate the application of basic make-up. The student will show these competencies by completing job sheets and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with basic make-up to their correct definitions.
2. Match cosmetics needed to apply make-up to their correct definition.
3. List supplies and equipment needed for a make-up application.
4. Describe procedure for preparing the work area.
5. List in order steps for preparing a client for a service.
6. Match the different types of foundations to their correct descriptions.
7. List types of make-up used in the eye area.
8. Describe types of blush and powder used in a make-up service.
9. Identify types of lip cosmetics used in a make-up service.
10. Demonstrate the ability to
    a. Apply foundation. (Job Sheet 1)
    b. Apply eye make-up. (Job Sheet 2)
    c. Apply blush and powder. (Job Sheet 3)
    d. Apply lip cosmetic. (Job Sheet 4)

SUGGESTED ACTIVITIES

APPLYING BASIC MAKE-UP

V

PREPARATION

- Order films, videotapes, and other media to supplement the unit.
- Invite make-up artists from various cosmetics companies to demonstrate make-up techniques.

DELIVERY

Objectives 1 through 4

- Ask the make-up artist to speak to the class about make-up techniques.
- Go over terms and definitions with the students to introduce them to the unit.
- Have the students gather and arrange the cosmetics and supplies for the instructor's make-up demonstration.

Objectives 5 through 9

- Demonstrate make-up application to the students.

APPLICATION

Objective 10

- Have the students do Job Sheets 1 through 4.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify material in unit or create supplementary material for individual students as required.

Practical Test

- Give practical test.

  NOTE: The practical test is used with the Job Sheet.

- Evaluate student on process evaluation.

NOTE: Student must receive all "Yes" check marks to pass the competency.

- Retest if necessary.
- Evaluate student on product evaluation.
- Rate the student on the criteria listed.
- A student may re-submit a product for evaluation until they are able to demonstrate mastery.
- Students may need to review material.
- Reteach and retest if necessary.
- Counsel students individually on practical test results, and explain the evaluator comments.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

NOTE: The written test may be given in sections if desired.

- Evaluate students on assignment sheet and job sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- Slides—"The Many Faces of Beauty." Milady Publishing Corporation.

Publication

- *Make-up Technology*. P.J. Hughes, Reading, PA: Donea Planning Printing Co., Ltd., 1983.

UNIT REFERENCES

- Gerson, Joel. *Standard Textbook for Professional* Estheticians. Bronx, New York: Milady Publishing Corp., 1980.
- Scott, Olive P., et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.
- Kibbe, Constance V. *Standard Textbook of Cosmetology.* Bronx, New York: Milady Publishing Corp., 1988.
- Traynor, Mark. *Mark Traynor's Guide to Professional Make-up Techniques.* Mark Traynor, Inc., 1974.

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table, which shows the correlation between the objectives and written pretest questions. Then counsel student individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

OBJECTIVE	QUESTION
1	1, 2, 3, 4
2	5, 6, 7
3	8, 9, 10, 11
4	12
5	13, 14
6	15, 16
7	17, 18, 19
9	22, 23

ANSWER KEY

1. d
2. d
3. c
4. a
5. b
6. d
7. a
8. b
9. a
10. d
11. c
12. d
13. a
14. a
15. b
16. b
17. c
18. a
19. d
20. b
21. d
22. c
23. a

OBJECTIVE 10

Refer to Practical Tests for Job Sheets 1 through 4.

PRETEST

APPLYING BASIC MAKE-UP

V

NAME ______________________ SCORE ______

____1. A product applied to enhance color or odor on the body

a. Base

b. Rouge

c. Shader

d. Cosmetic

____2. A cosmetic which is dull, and lacks shine

a. Highlighter

b. luminous

c. Frosted

d. Matte

____3. Cosmetic containing very little or no color

a. Shader

b. Highlighter

c. Translucent powder

d. Base

____4. A distinct line between two colors

a. Demarcation

b. Discoloration

c. Flaw

d. Blemish

____ 5. A cosmetic which helps to hide blemishes and discolorations

a. Moisturizer

b. Concealer

c. Foundation

d. Shader

____ 6. Adds the finishing touch to make-up and sets the base

a. Eye shadow

b. Highlighter

c. Blush

d. Powder

____ 7. Adds highlights to the cheeks

a. Rouge

b. Powder

c. Highlighter

d. Shader

____ 8. Used to apply foundation evenly to the skin

a. Eye brushes

b. Facial sponge

c. Make-up brush

d. Neck strip

____ 9. Used to periodically let the client check the progress of the make-up application

a. Hand Mirror

b. Sponge applicator

c. Shampoo cape

d. Neck strip

___ 10. Used to lay the client back for easier access

a. Spatula

b. Towels

c. Facial lights

d. Reclining chair

___ 11. Implement used to remove creams from jars

a. Neck strip

b. Clippies

c. Spatula

d. Cotton swabs

___ 12. Cosmetics should be arranged

a. Alphabetically

b. Randomly

c. By size of container

d. In order of use

___ 13. Supply used to hold the hair away from the face

a. Neck strip

b. Cotton swab

c. Shampoo cape

d. Shop gown

___ 14. This is used to protect the client's clothes

a. Shampoo cape

b. Towel

c. Neck strip

d. Clippies

___ 15. Type of foundation formulated for special skin problems such as acne

a. Oily skin foundation

b. Medicated foundation

c. Cream foundation

d. Cake make-up

___ 16. Contains a cream base and powder to give a smooth, dull finish

a. Cream stick base

b. Matte finish base

c. Translucent gel

d. Fluid make-up

___ 17. Eye shadow that does not tend to crease

a. Cream shadow

b. Cream stick

c. Powder

d. Eye gel

___ 18. Type of eye liner that is longest lasting

a. Liquid

b. Powder

c. Pencil

d. Peel-off

___ 19. Eye make-up that makes the lashes appear longer and thicker

a. Eye shadow

b. Eyeliner

c. Eyebrow pencil

d. Mascara

___20. Type of blush that gives a natural, translucent color to the cheeks

a. Powder blush

b. Rouge gel

c. Cream blush

d. Cream rouge

___21. Powder used to finish the first application of make-up

a. Pressed powder

b. Tinted powder

c. Pearlized powder

d. Loose powder

___22. Lip cosmetic that outlines the shape of the lips

a. Lip gloss

b. Lipstick

c. Lip pencil

d. Lip color

___23. Lip cosmetic used to add shine to the lips

a. Lip gloss

b. Lipstick

c. Lip pencil

d. Lip color

NOTICE In addition to the pretest items, the student will be required to demonstrate the mastery of the following objective.

OBJECTIVE 10 **Demonstrate the ability to**

a. **Apply foundation** RATING_______

b. **Apply eye make-up** RATING_______

c. **Apply blush and powder** RATING_______

d. **Apply lip cosmetic** RATING_______

OBJECTIVE 1

Match terms associated with basic make-up to their correct definitions.

- **Avante garde**—Strikingly or excitingly different
- **Base**—Color suspended in an emulsion of oil; also called foundation
- **Blemish**—Blotch or pimple on the skin
- **Contamination**—To spoil or make unpure
- **Cosmetic**—A product applied to enhance color or odor on the body
- **Demarcation**—Distinct line between two colors
- **Discoloration**—A change in color; a stain
- **Exotic**—Strikingly or excitingly different; avante garde
- **Flaw**—An imperfection
- **Frosted**—Having a shiny appearance
- **Highlighter**—Light or pearlized cosmetic shade used to play up certain areas of a good feature
- **Luminous**—Cosmetic which catches reflected light to produce shine
- **Matte**—A cosmetic which is dull, lacks shine, and will appear darker than a shiny finish of the same color tone
- **Rouge**—Cream or powder mixture designed to blend color tones into cheek area
- **Translucent**—Cosmetic containing very little or no color
- **Shader**—Dark or matted cosmetic shade used to hide certain areas of a poor feature

OBJECTIVE 2

Match cosmetics needed to apply make-up to their correct definition.

The client's face should be thought of as a painter's canvas. You as the artist must choose the right paints and colors for the picture you want to create. Knowing the cosmetics you will be working with makes the decision much easier.

Cosmetics

- **Moisturizer**—Balances the skin's moisture and smoothes the skin for the make-up to go on evenly
- **Concealer**—A cosmetic which helps to hide blemishes, discolorations, and other problem areas of the skin

  CAUTION: **Do not put concealer directly on a pimple or open sore. The concealer may infect the pimple and slow down the healing process.**
- **Foundations**—Base make-ups that cover the skin, evening out the skin color; foundations come in a variety of colors and textures
- **Shaders**—Cosmetics that add deep tones to the skin to help in giving problem areas the appearance of receding or shadows
- **Highlighters**—Light or pearlized cosmetics which attract attention to a particular area and are usually applied to bring out the good features of the face
- **Powder**—Sets the base, adds the finishing touch to make-up, helps the make-up last longer, and prevents streaking of the make-up from the natural oils of the skin
- **Eye shadow**—Adds color and brilliance to the eyes and can be used to make the eyes the focal point of interest; eye shadows come in a variety of colors to accent the natural eye color
- **Eyeliner**—Gives shape to the eyes, accentuates the eyes, and can give an exotic effect to the eyes; eyeliners come in a variety of colors to accent the eye color
- **Mascara**—Makes the eyelashes appear longer and thicker and frames the eyes; brown and black are the most commonly used but a variety of colors are available

- **Eyebrow products**—Pencils and powders, are used to fill in sparse brows or to add color to the brows; the color should be close to the natural color of the hair
- **Lip color**—Adds warm, bright colors to the lips, and can be used to correct or change the mouth shape
- **Blush or rouge**—Adds color highlights to the cheeks; blushers are more generally used than rouge; blush should be soft and natural looking

OBJECTIVE 3

List supplies and equipment needed for make-up application.

Supplies

- **Facial sponges**—Used to apply foundation evenly to the skin
- **Make-up brushes**—Used to apply blushers, powder, and powdered eye shadows
- **Sponge applicators**—Used to apply eye shadows
- **Eye brushes**—Brush the eyebrows into place; an eye brush is usually attached to a mascara comb
- **Mascara comb**—Attached to an eye brush, the mascara comb separates the eyelashes before and after mascara is applied
- **Hand mirror**—The hand mirror is used to let the client periodically check the progress of the make-up application
- **Shampoo cape**—Protects the client's clothes during the make-up application
- **Neck strip**—Used around the neck to prevent irritation from the cape and is used to hold the hair back from the face during the service
- **Towels**—Wrapped around the hair to protect it during the service and around the chest and shoulders to help protect the client's clothes
- **Cotton swabs**—Used to correct any make-up mistakes or to apply make-up
- **Spatulas**—Used to remove creams or lotions from their containers so that they are not contaminated

- **Eyelash curlers**—Used to curl eyelashes upwards especially when the lashes naturally grow downward

Equipment

- **Reclining facial chair**—Used to lay the client back for easier access

- **Facial lights**—Aid the operator to apply the make-up in adequate lighting with no shadows

OBJECTIVE 4

Describe procedure for preparing the work area.

Properly preparing the work area for a make-up application is important for giving an uninterrupted service. Having all of the materials and equipment close at hand allow the procedure to flow smoothly.

Preparing the work area

- Gather the cosmetics that you will use on the client. Arrange the cosmetics neatly, in the order of use, on a table or cabinet near the facial chair. The cosmetics should be within reach of the operator.

- Gather the supplies needed for the make-up service. Cotton swabs and spatulas should be kept in a closed container until they are used and then should be thrown away immediately after use.

- Gather the equipment you will need if it is not already in the facial room. Set it up, turn it on, and get it ready for the service.

OBJECTIVE 5

List in order steps for preparing a client for a service.

The preparation of the client for a make-up application sets the mood for the entire service. The operator must be friendly and create a relaxed atmosphere.

Steps for preparing a client

1. Greet the client with a friendly disposition. Let him or her know that you are pleased to have them in the salon. Escort the client to the facial area.

2. Ask the client to be seated in the facial chair and consult with the client on what is involved in the make-up application. Ask if the client is currently having any problem.

3. Ask the client to remove any jewelry. Have the client place the jewelry in his or her purse or pocket. Do not place client's jewelry on a counter or in your pocket.

4. If a shop gown is to be worn, have the client put it on at this time. Neatly hang up the client's clothes. If a shop gown is not worn, put a shampoo cape on the client.

5. Lie the client back in the facial chair.

6. Place a neck strip around the hairline of the client. This keeps the client's hair out of the face

7. Wrap the client's head with a towel. This is to cover the hair so that no creams or lotions get in the hair during the service.

8. Place a clean sheet or blanket over the client. This helps to keep the client warm and comfortable during the facial.

9. Wash your hands.

10. Perform a facial service

11. Perform a make-up service.

OBJECTIVE 6

Match the different types of foundations to their correct descriptions.

Foundations, or bases range in color from very light to very dark. The color should match the color of the client's skin. Lighter foundations can be used as highlighters to bring out good features. Darker foundations, only one or two shades darker, can be used as shaders to de-emphasize poor features. There are eight types of foundation, suited for various skin types.

Types of foundations

- **Cake make-up**—Matte-finished base that is applied to the face with a make-up sponge; this foundation is not recommended for dry skin
- **Cream foundation**—A light, airy base which is usually slightly oily; mousse foundation is an example of this type of base; this foundation is not recommended for oily skin

- **Cream stick**—Heavy, oily type of base which gives good coverage; this foundation is not recommended for oily skin
- **Fluid make-up**—A base which gives good coverage and is easy to apply with a sponge or the fingertips; fluid make-up is recommended for all skin types
- **Matte finish**—Base contains a cream base and a powder to give a smooth, dull finish to the skin; this foundation is recommended for older skin
- **Medicated foundation**—Medicated base is formulated for special skin problems such as acne
- **Oily skin foundation**—Oily skin base is used for extremely oily skin to help control shiny areas on the face
- **Translucent gel**—Base adds very little color to skin but is used to even out blotchy skin tones; recommended for all skin types

OBJECTIVE 7 **List types of make-up used in the eye area.**

Eye make-up can make the eyes stand out and become the focal point of the face. Eye make-up should not overpower the eyes but accentuate them. The color chosen for the eyes should blend with the client's skin tones, hair color, eye color, and what she is wearing at the time.

- **Eye shadow**—Eye shadow is applied to the eyelids and the brow area to accent the eyes. There are 5 types of eye shadows:
  - **Powder**—Powder eye shadow is applied to the eyelid and brow area with a brush or sponge applicator. Powder shadows do not tend to crease like other shadows.
  - **Wet and dry**—These powdered shadows can be applied dry for a soft natural effect or applied with water to intensify the color.
  - **Cream stick**—Shadows are creamy cosmetics applied to the eyes like a lipstick. These shadows tend to mix with the oils of the skin and crease.
  - **Cream shadows**—Similar to cream sticks but are applied with a sponge applicator and they do not crease as bad as stick shadows.

  - **Eye gel**—A glossy, translucent cosmetic that is applied over a moisturizer and before any eye make-up to aid in even coverage of the shadow. Eye gel also helps the shadow to last longer.

- **Eyeliner**—Applied along the top of the upper lash line and below the bottom of the lower lash line

  CAUTION: Do not apply eyeliner above the lower lash line. The eyeliner clogs the gland openings and causes serious damage to the eyes.

  NOTE: There are four types of eyeliners:

  - **Cake eyeliner**—Cake liner is powdered eyeliner mixed with water to allow as much depth as needed.

  - **Liquid eyeliner**—A long-lasting liner. It cannot offer varying depths like the cake liner.

  - **Peel-off eyeliner**—Peel-off liner is a liquid type of liner that is removed by peeling it off rather than using cleansing cream.

  - **Eyeliner pencil**—Pencils allow a soft shade of color and can easily be drawn on most skin types.

- **Mascara**—Mascara is formulated for various needs of the client. It comes waterproof, flakeproof, lengthening, made for contact wearers and made for those with sensitive eyes. There are two forms of mascara:

  - **Cake mascara**—This mascara comes in a small compact and is applied to the lashes with a eye brush and water.

  - **Applicator mascara**—This mascara is the most commonly used. It is self-contained, ready to use, and easy to apply with its own wand.

- **Eyebrow products**—Proper placement of the eyebrows aids in the overall balance of the face. Eyebrow products should closely match the color of the hair. Eyebrow products come in two forms:

  - **Eyebrow pencil**—Pencils are thick-leaded and come in varying shades such as blonde, brown, brown-red, and black.

  - **Brush-on powder**—This is a powder that is applied to the brows with an eye brush to give a soft feather.

appearance. An eye shadow can be used as a brush-on eyebrow product.

OBJECTIVE 8

Describe types of blush and powder used in a make-up service.

The purpose of blush is to add a glow to the skin and give the appearance of being "touched" by the sun. Blushers should look natural. Powders set the make-up so that it will last longer.

- **Blush**
  - **Pressed powder blush**—This type of blush adds color to the cheeks and gives a matte finish to the skin. It may be used for touch-ups throughout the day.
  - **Cream blush**—This is a creamy cosmetic that is applied to the cheeks with the fingertips to add highlights. Cream blush is long-lasting.
  - **Gel-rouge**—This blush is a natural-looking translucent color. It may be applied with or without foundation.
- Powder
  - **Loose powder**—Loose powder is translucent and can be used over any shade of foundation. It will not change the color of the base. It sets the make-up with a matte finish.
  - **Pressed powder**—Pressed powder comes in a compact and is heavy in texture. It is to be used for make-up retouches throughout the day. It is not designed to use to set the make-up after the first application.

    NOTE: Use a shader lighter than the foundation. Darker shades may streak the make-up.
  - **Tinted powder**—Tinted powder may be used alone to add highlights to the skin. If used with a foundation, use a lighter shade than the base.

    NOTE: Tinted powder is seldom used in professional make-up services.
  - **Pearlized powder**—Pearlized powder gives a luminous appearance to the make-up, sets the make-up, and may also be used as a highlighter.

OBJECTIVE 9 **Identify types of lip cosmetics used in a make-up service.**

The lip color chosen for the client should blend with her skin tones. The wrong color could distract from an otherwise flawless make-up service. Lip color comes in three forms. They can be used together, separately or in any combination according to the needs of your client.

Three types of lip color

- **Lip pencil**—The lip pencil is a soft, thin-leaded pencil used to draw a soft outline of the lips. Pencils keep lipsticks from "bleeding" past the lip line.
- **Lipstick**—A cosmetic applied with a lip brush to add color, shape, and design to the mouth.

  NOTE: Lipstick colors range from very pale pinks and oranges to ruby red shades. Choose a shade which is compatible with other make-up being used and one that will harmonize with the skin and hair. Lip colors may also be selected to match the client's clothing, but only after skin and hair have been considered.
- **Lip gloss**—A cream lip color that is applied to the lips by a brush or by the fingertips. Gloss adds only shine or just a hint of color.

  NOTE: Lipstick and lip gloss used together will give a luminous gloss to the lips.

JOB SHEET 1

APPLYING BASIC MAKE-UP

OBJECTIVE 10a

Apply foundation to a client.

INTRODUCTION

The purpose of foundation is to give the face an overall even color. The foundation color should blend with the client's skin tone. Never apply a foundation to the face that is darker than the skin tone. Darker bases do not look natural and tend to leave a line of demarcation at the jaw line.

TOOLS AND EQUIPMENT

- Neck strips
- Clippies
- Towels
- Reclining chair
- Stool
- Lamp or well-lighted area
- Spatula
- Shampoo cape

SUPPLIES

- Facial sponge
- Moisturizer
- Foundation
- Face powder
- Cotton pledgets
- Tissues

PROCEDURE

1. Drape the client for a facial.
2. Use a neck strip to pull the client's hair away from the client's face.
3. Wash your hands.
4. Dot moisturizer on cheeks, nose, forehead, and chin.

NOTE: Use a spatula to remove creams from their containers.

5. Blend the moisturizer into the skin with upward strokes on the neck, chin, and cheeks and downward on the forehead and nose.

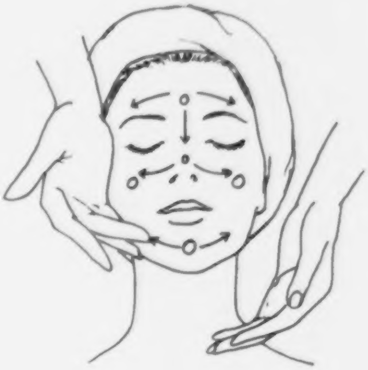
6. Select proper shade of foundation for the client.

   NOTE: Test the foundation shade along the client's jawline. There should be no definite make-up line. Use a spatula to remove the foundation if it is in a cream or stick form.

7. Place the foundation on the back of your hand, near the thumb.

8. Dot the foundation on the chin, cheeks, nose, and forehead with your fingertips.

   FIGURE 1



9. Using a slightly damp make-up sponge, blend the foundation using upward strokes on the chin and cheeks. Use downward strokes on the nose and forehead.

   NOTE: Avoid getting foundation into the client's hair.

10. Lightly dust the client's face with loose powder to set the make-up.

11. Have the instructor evaluate your work.

JOB SHEET 2

APPLYING BASIC MAKE-UP

V

OBJECTIVE 10b

Apply eye make-up.

INTRODUCTION

Although eye make-up enhances the eyes, it should never overpower or take away. It is always best to go lighter and less intense when it comes to eye make-up.

TOOLS AND EQUIPMENT

- Shampoo cape
- Towels
- Eye brush
- Make-up brush

SUPPLIES

- Sponge applicators
- Neck Strips
- Moisturizer
- Foundation
- Loose face powder
- Cotton swabs
- Eye shadow
- Eye liner
- Mascara
- Eyebrow pencil

PROCEDURE

1. Drape the client for a facial service.
2. Wash your hands.

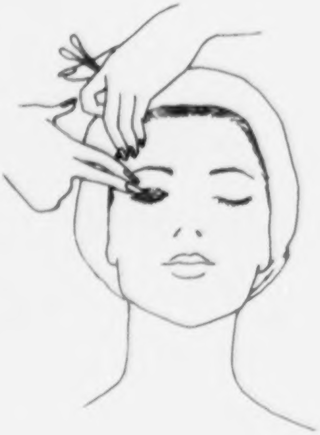
   NOTE: Apply moisturizer, foundation, and loose powder to the client if client is not wearing any. Applying foundation and powder to the eyelids will aid in the eye make-up lasting longer.

3. Apply eye shadow using a sponge applicator or a small make-up brush to eyelids.

4. Blend the shadow from the inner corner of the eye to the outer corner.

5. Blend the shadow to avoid a line of demarcation.

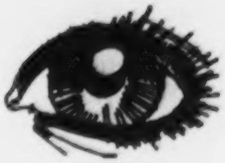
FIGURE 2



NOTE: The shadow should lighten in intensity as it is blended towards the outer part of the eye. If two or more colors are used, use the lighter shades on the lids and brows. Blend the shadows together.

6. With the client looking down, apply the eyeliner close to the base of the upper lashes with a pencil or liquid liner. Turn the outer ends upward.

FIGURE 3



7. With the client looking upwards, apply the liner close to the base of the lower lashes.

   NOTE: Avoid applying liner inside the lower lash line.

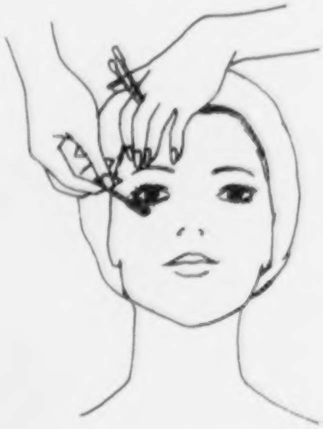
8. Apply eyebrow pencil using short feathery strokes in the direction of the hair growth.

9. Apply mascara to the upper lashes. Have the client look down and brush upward and outward.

   NOTE: Use cotton swabs to remove mascara from the skin.

10. Having the client look upwards, stroke the mascara down on the lower lashes.

FIGURE 4



NOTE: Several different shades of pencils may be used to achieve a more natural look to the brows.

11. Have the instructor evaluate your work.

JOB SHEET 3 APPLYING BASIC MAKE-UP

V

OBJECTIVE 10c

Apply blush and powder.

INTRODUCTION

Blush should not be obvious but appear to be a natural glow. Powder sets the make-up and aids in blending blush with the skin so that there is no line of demarcation.

TOOLS AND EQUIPMENT

- Shampoo cape
- Towels
- Make-up brushes
- Clippies

SUPPLIES

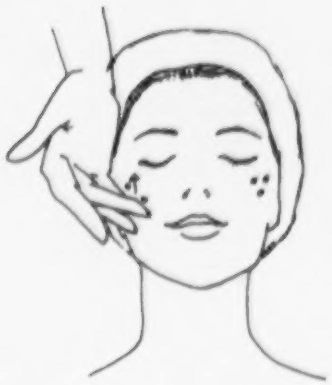
- Moisturizer
- Foundation
- Loose face powder
- Cotton
- Blush
- Neck strips

PROCEDURES

1. Drape the client for a facial service.
2. Wash your hands.

   NOTE: Apply moisturizer, foundation, and loose powder if client is not wearing any.
3. Brush the make-up brush across the blush, shaking off excess blush.
4. Have the client smile, and apply the blush from the apple of the cheek to the top of the ear following the cheek bone.

FIGURE 5



NOTE: Using small downward strokes prevents a line of demarcation.

5. Place the loose powder on a cotton pledget or a make-up brush and evenly powder the entire face.
6. Allow the powder to set for approximately 30 seconds.

   NOTE: This allows the powder to absorb oils of the skin and make-up.

7. Lightly brush off excess powder using downward strokes over the entire face.
8. Have the instructor evaluate your work.

JOB SHEET 4 — APPLYING BASIC MAKE-UP

V

OBJECTIVE 10d

Apply lip cosmetics.

INTRODUCTION

When choosing a lip color, choose a shade that blends with the client's skin tones and hair color.

TOOLS AND EQUIPMENT

- Shampoo cape
- Clippies
- Towels
- Lip brush

SUPPLIES

- Moisturizer
- Foundation
- Face powder
- Lip pencil
- Lipstick
- Lip gloss
- Tissues
- Neck strip

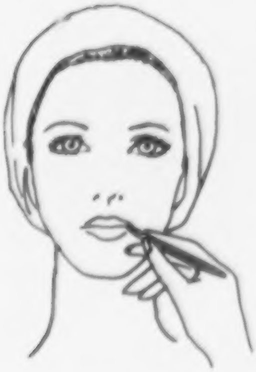
PROCEDURE

1. Drape the client for a facial service.
2. Wash your hands.

   NOTE: Apply moisturizer, foundation, and loose powder if client is not wearing any. Applying foundation to the lips and dusting them with powder aids in longer lasting lip color.

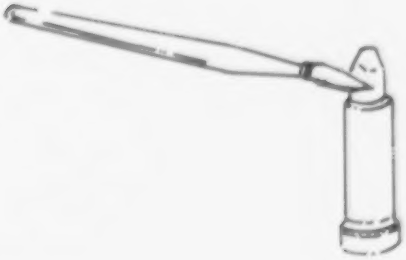
3. Have the client open her mouth slightly, and gently trace the outline of the lip with the lip pencil.

FIGURE 6



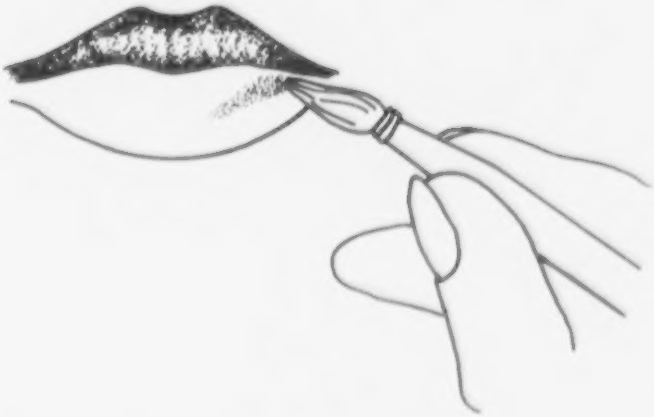
4. Brush a lip brush over a tube of lipstick.

FIGURE 7



5. Hold the lip brush like a pencil and rest your pinkie against the client's chin.
6. Beginning at the center of the upper lip, brush on lip color towards the corner of the mouth.
7. Fill in other side of the upper lip.
8. Fill in the lower lip in the same manner as the upper lip.

FIGURE 8



9. Blot lips on a tissue to remove excess lip color.

10. Brush on a lip gloss over the color to add a shine to the lips.

11. Have the instructor evaluate your work.

12. Clean up your work area and sanitize the implements.

PRACTICAL TEST 1

APPLYING BASIC MAKE-UP

V

JOB SHEET 1

Apply foundation to a client.

Student's name ______________________ Date __________

Evaluator's name ____________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Draped client.	_____	_____
2. Pulled hair back with neck strip.	_____	_____
3. Washed hands.	_____	_____
4. Dotted on moisturizer and blended.	_____	_____
5. Selected foundation shade.	_____	_____
6. Placed foundation on hand.	_____	_____
7. Dotted foundation on.	_____	_____
8. Blended with sponge.	_____	_____
9. Dusted face with powder.	_____	_____
TOTAL	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Client Draped	4	3	2	1 Not Draped
Foundation shade matched client's skin tone	4	3	2	1 Foundation is too dark or too light.
Foundation blended with no streaks	4	3	2	1 Line of demarcation at jawline, streaks in foundation.
Powder: Correct shade with matte finish	4	3	2	1 Incorrect shade or no powder used. Powder uneven.

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program, limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process, but is unable to perform job

JOB SHEET 2

Apply eye make-up.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Draped the client.	____	____
2. Washed hands.	____	____
3. Applied eye shadow.	____	____
4. Applied eyeliner over upper lashes.	____	____
5. Applied liner to lower lashes.	____	____
6. Applied eyebrow pencil.	____	____
7. Applied mascara to upper lashes.	____	____
8. Applied mascara to lower lashes.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Eye shadow is blended with no line of demarcation	4	3	2	1 **Eye shadows not blended; a line of demarcation present.**
Eyeliner straight line along baseline of lashes	4	3	2	1 **Eyeliner is crooked and unevenly applied.**
Eyebrow pencil even; appeared natural	4	3	2	1 **Eyebrow color is incorrect, brows look "clumpy" and drawn on.**
Mascara applied with no clumps; evenly applied	4	3	2	1 Mascara clumpy and unevenly applied.

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program, limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 3

APPLYING BASIC MAKE-UP

V

JOB SHEET 3

Apply blush and powder.

Student's name ____________________________ Date ___________

Evaluator's name __________________________ Attempt no.____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Draped client.	_____	_____
2. Washed hands.	_____	_____
3. Brushed across blush.	_____	_____
4. Applied blush.	_____	_____
5. Applied powder.	_____	_____
6. Allowed to set.	_____	_____
7. Brushed off excess.	_____	_____
TOTAL	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Blush applied and blended with no line of demarcation	4	3	2	1 Blush too dark with line of demarcation
Powder: correct shade with matted finish	4	3	2	1 Wrong shade of powder with uneven coverage.

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program, limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process, but is unable to perform job

PRACTICAL TEST 4

APPLYING BASIC MAKE-UP

V

JOB SHEET 4

Apply lip cosmetics.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Draped client.	____	____
2. Washed hands.	____	____
3. Outlined with lip pencil.	____	____
4. Brushed over lipstick.	____	____
5. Rested pinky on client's chin.	____	____
6. Applied color to upper lip.	____	____
7. Applied color to lower lip.	____	____
8. Blotted with tissue.	____	____
9. Applied lip gloss.	____	____
10. Cleaned work area.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Lip Pencil: lips uniformly outlined	4	3	2	1 Lips lined crookedly and unevenly.
Lipstick: uniformly applied and complimentary shade	4	3	2	1 Incorrect shade of lipstick; unevenly applied.
Lip gloss: uniformly applied	4	3	2	1 Gloss overlaps lip line; too thick.

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program, limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process, but is unable to perform job

WRITTEN TEST

APPLYING BASIC MAKE-UP

V

NAME ______________________________ SCORE _______

OBJECTIVE 1

Match terms associated with basic make-up to their definitions. Write the correct letter in the blank.

____ 1. A product applied to enhance color or odor on the body

____ 2. Light or pearlized cosmetic shade used to play up good features

____ 3. Cosmetics containing very little or no color

____ 4. Blotch or pimple on the skin

____ 5. An imperfection

____ 6. Distinct line between two colors

____ 7. Cosmetic which catches reflected light to produce shine.

____ 8. Strikingly or excitingly different

____ 9. Color suspended in an emulsion of oil

___ 10. A cosmetic which is dull, lacks shine

___ 11. To spoil or make unpure

___ 12. Dark or matted cosmetic used to hide poor features

___ 13. A change in color, a stain

a. Base

b. Blemish

c. Contamination

d. Cosmetic

e. Demarcation

f. Discoloration

g. Avante garde

h. Flaw

i. Frosted

j. Highlighter

k. Luminous

l. Matte

m. Rouge

n. Translucent

o. Shader

OBJECTIVE 2

Match cosmetics needed to apply make-up to their correct definition. Write the correct letters in the blanks.

____1. Sets the base, adds finishing touch to make-up, helps make-up last longer

____2. Gives shape to the eyes, accentuates the eyes

____3. Base make-ups that cover the skin and even out skin tones

____4. Adds warm, bright colors to lips

____5. Makes lashes look longer and thicker

____6. Light cosmetics to attract attention to good features

____7. Dark cosmetics to distract attention from poor features

____8. Adds color or highlighter to cheeks

____9. Helps to hide blemishes and discolorations

___10. Adds color and brilliance to the eyes

a. Moisturizer
b. Concealer
c. Foundation
d. Shader
e. Highlighter
f. Powder
g. Eye shadow
h. Eyeliner
i. Mascara
j. Eyebrow product
k. Lip color
l. Blush

OBJECTIVE 3

List supplies and equipment needed for a make-up application.

Supplies

____

____

____

____

____

____

____

____

Equipment

____

____

OBJECTIVE 4 **Describe procedure for preparing the work area.**

1. ____
2. ____
3. ____

OBJECTIVE 5 **List in order steps for preparing a client for a service.**

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____
11. ____

OBJECTIVE 6

Match the different types of foundations to their correct descriptions. Write the correct letters in the blanks.

____1. Gives a smooth, dull finish, recommended for older skin

____2. Light, airy base, usually slightly oily

____3. Recommended for problem skin such as acne

____4. Heavy, oily base that gives good coverage

____5. Controls shine for extremely oily skin

____6. Matte-finished base applied with sponges

____7. Recommended for all skin types and gives good coverage

a. Cake
b. Cream
c. Cream stick
d. Fluid
e. Matte
f. Medicated
g. Oily skin
h. Translucent gel

OBJECTIVE 7

List types of make-up used in the eye area.

____

____

____

____

OBJECTIVE 8

Describe types of blush and powder used in a make-up service.

Blush

____

____

____

____

____

____

Powder

____

____

____

____

____

____

____

____

OBJECTIVE 9

Identify types of lip cosmetics used in a make-up service. Write the correct lip cosmetic in the space provided.

1. Applied with a lip brush and adds color and shape to the lips.

   ____

2. Used to outline the lips and prevents "bleeding" of the lip color.

   ____

3. Adds a hint of color and a shine to the lips.

   ____

NOTICE

The following Job Sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 10

Demonstrate the ability to

a. Apply foundation RATING ______

b. Apply eye make-up RATING ______

c. Apply blush and powder RATING ______

d. Apply lip cosmetic RATING ______

WRITTEN TEST ANSWERS

APPLYING BASIC MAKE-UP

V

OBJECTIVE 1

1. d
2. j
3. n
4. b
5. h
6. e
7. k
8. g
9. a
10. l
11. c
12. o
13. f

OBJECTIVE 2

1. f
2. h
3. c
4. k
5. i
6. e
7. d
8. l
9. b
10. g

OBJECTIVE 3

Supplies

- Facial sponge
- Make-up brush
- Sponge applicator
- Eye brushes
- Mascara comb
- Hand mirror
- Shampoo cape
- Neck strip
- Towels

- Cotton swab
- Spatula
- Eyelash curlers

Equipment

- Reclining facial chair
- Facial lights

OBJECTIVE 4

1. Gather cosmetics; arrange neatly within reach of operator
2. Gather supplies; keep cotton swabs and spatulas in a container
3. Gather equipment, turn on and ready for use.

OBJECTIVE 5

1. Greet the client.
2. Consult with the client.
3. Remove all jewelry.
4. Drape client.
5. Lie client back.
6. Place neck strip around hairline
7. Wrap client's hair with towel.
8. Place a clean blanket over client.
9. Wash hands.
10. Perform facial service.
11. Perform make-up service.

OBJECTIVE 6

1. e
2. b
3. f
4. c
5. g
6. a
7. d

OBJECTIVE 7

- Eyeshadow
- Eyeliner
- Mascara
- Eyebrow pencil and brush-on powder

OBJECTIVE 8

May include any of the following

- Blush
  - Pressed powder—Gives a matte finish and color to skin
  - Cream blush—Cream applied with fingertips to add color and is long lasting
  - Gel rouge—Natural-looking translucent color applied with or without foundation
- Powder
  - Loose—Used over foundation, sets the base and gives a matte finish
  - Pressed—Heavy in texture and used for touch-ups
  - Tinted—Adds highlights to the skin
  - Pearlized—Gives a luminous appearance to the make-up

OBJECTIVE 9

1. Lipstick
2. Lip pencil
3. Lip gloss

OBJECTIVE 10

Refer to Practical Tests for Job Sheets 1 through 4.

OBJECTIVE SHEET

APPLYING CORRECTIVE MAKE-UP

VI

INTRODUCTION

Corrective make-up emphasizes the good features of the client and camouflages the poor features. Since no one has the "perfect" face, corrective make-up, no matter how minor or major, can be applied to anyone.

UNIT OBJECTIVE

After completing this unit, the student should be able to describe and demonstrate corrective make-up techniques. The student will show these competencies by completing assignment sheets, job sheets, practical tests, and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms associated with corrective make-up to their correct definitions.
2. List factors for analyzing the face.
3. Distinguish between shadowing and highlighting techniques.
4. Discuss corrective foundation techniques.
5. Match nose shape to the correcting technique.
6. Describe corrective eye make-up techniques.
7. Discuss corrective steps for applying blush and powder.
8. Identify corrective lip techniques.
9. Analyze the face. (Assignment Sheet 1)
10. Demonstrate the ability to
    a. Apply corrective foundation. (Job Sheet 1)
    b. Correct the shape of the nose. (Job Sheet 2)
    c. Apply corrective eye make-up. (Job Sheet 3)
    d. Apply corrective blush and powder. (Job Sheet 4)
    e. Apply corrective lip techniques. (Job Sheet 5)

SUGGESTED ACTIVITIES | APPLYING CORRECTIVE MAKE-UP VI

PREPARATION

- Invite a make-up artist from a beauty salon, circus, television studio, and/or movie studio to the class. Let each one demonstrate the techniques they use to correct facial flaws.
- Practice corrective make-up on mannequin head.
- Plan this unit during October and have students do Halloween make-up.
- Identify the basic facial shapes and analyze the problems that can be solved with make-up.

DELIVERY

Objectives 1 through 8

- Ask a make-up artist to speak to the class about corrective make-up techniques.
- Go over terms and definitions with the students to introduce them to the unit.
- Use transparency masters 1 through 4.
- Have the students identify facial problems that need corrective make-up.
- Show "Michael Maron's Makeover Magic" - 10 basic steps.

APPLICATION

Objective 9

- Have students determine their facial shape.
- Let them analyze their make-up problem and decide how it can be solved.

Objective 10

- Bring in the guest artist to do demonstrations.
- Let students practice on mannequins.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify material in unit or create supplementary material for individual students as required.

Practical Test

- Give practical test.

  NOTE: The practical test is used with the Job Sheet.
- Evaluate student on process evaluation.

  NOTE: Student must receive all "Yes" check marks to pass the competency.
- Retest if necessary.
- Evaluate student on product evaluation.
- Rate the student on the criteria listed.
- A student may re-submit a product for evaluation until they are able to demonstrate mastery.
- Students may need to review material.
- Reteach and retest if necessary.
- Counsel students individually on practical test results, and explain the evaluator comments.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Evaluate students on assignment sheet and job sheet activities if not previously done.
- Reteach and retest if necessary.

- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Material

- *Michael Maron's Makeover Magic—10 Basic Steps.*

  NOTE: This film is available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order this film from the Media Resource Center, Oklahoma Department of Vocational and Technical Education, 1500 W. Seventh Avenue, Stillwater, OK 74074.

UNIT REFERENCES

- Gerson, Joel. *Standard Textbook for Professional Estheticians*. Bronx, New York; Milady Publishing Corp., 1980.
- Scott, Olive P. et. al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.
- Kibbe, Constance V. *Standard Textbook of Cosmetology*. Bronx, New York: Milady Publishing Corp., 1988.

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table, which shows the correlation between the objectives and written pretest questions. Then counsel student individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
1	1, 2, 3
2	4, 5, 6, 7
3	8, 9
4	10, 11, 12
5	13, 14
6	15, 16
7	17, 18
8	19, 20

ANSWER KEY

1. b
2. d
3. a
4. b
5. a
6. c
7. d
8. a
9. b
10. d
11. d
12. d
13. a
14. c
15. b
16. d
17. b
18. a
19. c
20. d

OBJECTIVE 9	Refer to answers to Assignment Sheet 1.
OBJECTIVE 10	Refer to Practical Tests for Job Sheets 1 through 5.

APPLYING CORRECTIVE MAKE-UP

NAME ______________________________ SCORE ______

____ 1. The area of the eye located just above the crease of the eyelid

a. Brow bone

b. Depth area

c. Opaque

d. Cupid's bow

____ 2. To disguise or conceal

a. Proportion

b. Highlighter

c. Opaque

d. Camouflage

____ 3. Being the same in size relative to other area

a. Proportion

b. Shader

c. Highlighter

d. Depth area

____ 4. The facial shape that is considered perfect is

a. Diamond

b. Oval

c. Pear

d. Round

____ 5. The facial profile where the chin and forehead protrude and the center of the face sinks in

a. Concave

b. Convex

c. Unbalanced

d. Balanced

____ 6. The face should be how many eyes wide

a. 3

b. 4

c. 5

d. 6

____ 7. The skin tone with pink undertones is

a. Olive skin

b. Dark skin

c. Oriental skin

d. Fair skin

____ 8. Shadowing is done with a foundation that is_____than the natural skin tone.

a. Slightly darker

b. Slightly lighter

c. 3 shades darker

d. 3 shades lighter

____9. Highlighting is done with a foundation that is______ than the natural skin tone.

a. Slightly darker

b. Slightly lighter

c. 3 shades darker

d. 3 shades lighter

___10. For a heart-shaped face, darker foundation should be applied

a. At the jawline

b. At the chin

c. At the cheekbone

d. At the forehead

___11. For a pear-shaped face, lighter foundation is applied

a. At the jawline

b. At the chin

c. At the cheekbone

d. At the forehead

___12. For a square-shaped face, darker shade of foundation is applied to

a. The forehead

b. The chin

c. The cheekbones

d. The jawline

___ 13. The shader should be applied to which side of a crooked nose?

a. The side the nose turns into

b. The side the nose turns away from

c. Both sides

d. Neither side

___ 14. For a long nose, shader is applied

a. To the sides

b. At the bridge

c. At the tip

d. Down the center

___ 15. Applying a lighter shadow to the inner corner of the eye is recommended for

a. Wide-set eyes

b. Close-set eyes

c. Drooping eyes

d. Heavy lidded eyes

___ 16. Leaving the end of the eyeliner open is recommended for

a. Wide-set eyes

b. Close-set eyes

c. Bulging eyes

d. Small eyes

___ 17. The facial shape where blush is applied below the cheekbone at the outer corner of the eye

a. Oval

b. Oblong

c. Round

d. Heart

___ 18. The facial shape where pearlized powder is applied to the cheekbones to make them stand out

a. Pear

b. Heart

c. Inverted triangle

d. Round

___ 19. The type of lip where it is recommended to outline the lips slightly inside the lip line

a. Thin lips

b. Uneven lips

c. Full lips

d. Drooping corners

___ 20. The type of lips where it is recommended to round the peaks of the lips with a lip pencil

a. Full lips

b. Thin lips

c. Drooping corners

d. Cupid's bow

NOTICE	In addition to the pretest items, the student will be required to demonstrate the mastery of the following objectives.
OBJECTIVE 9	**Analyze the face.** SCORE ________
OBJECTIVE 10	**Demonstrate the ability to**
	a. Apply corrective foundation. RATING _______
	b. Correct the shape of the nose. RATING _______
	c. Apply corrective eye make-up. RATING _______
	d Apply corrective blush and powder. RATING _______
	e. Apply corrective lip techniques. RATING _______

INFORMATION SHEET — APPLYING CORRECTIVE MAKE-UP — VI

OBJECTIVE 1

Match terms associated with corrective make-up to their correct definitions.

- **Brow bone**—Area just under the eyebrow
- **Camouflage**—Disguis or conceal
- **Cupid's bow**—Upper lip peaks to a point
- **Depth area**—Area of eye located just above the crease of the eyelid
- **Highlight**—Light or pearlized cosmetic shade used to emphasize good features
- **Opaque**—Cosmetic that does not reflect light and is not transparent or translucent

  NOTE: Opaque make-up is used to cover blemish or hide birthmarks. It gives a heavy coverage.
- **Proportion**—Being the same in size relative to other areas
- **Shader**—Dark or matted cosmetic used to hide certain areas of poor features

OBJECTIVE 2

List factors for analyzing the face. (Transparency 1 through 4)

Before giving a make-up service, the operator must first determine if there are any features the client has that may need correcting. There are some factors that should be considered when analyzing a client's face.

Analyze the face

- **Facial shape**—Determine the shape of the client's face. Most clients' faces are comprised of two or more basic shapes. Even clients with oval shaped faces may not be perfectly proportioned and may need some correction. The basic facial shapes are:
  - Diamond
  - Heart
  - Inverted triangle

  - Oblong
  - Oval
  - Pear
  - Round
  - Square
  - Triangle
  - Uneven features

- **Facial profile**—Have the client turn sideways and look straight ahead. Take note of the positions of the forehead, chin and nose area. There are four basic facial profiles.
  - Convex
  - Concave
  - Balanced
  - Unbalanced

- **Facial proportions**—The face is divided into sections both lengthwise and width-wise. Each section should be the same size.
  - Length of face has three sections:
    - The hairline to the inner eyebrow area
    - From the brow to the base of the nose
    - Base of the nose to the bottom of the chin
  - Width of face has three sections using the width of the eye as a guide. The width of the face should be five eyes wide across the cheekbones.

    NOTE: There should be one eye width between the eyes also.
  - The mouth area is divided into three sections
    - The base of the nose to the center of the lips
    - From the center of lips to the base of the chin

      NOTE: This section should be slightly larger than the first section.
    - The mouth should be centered between vertical lines from the inside edge of the eyes

- **Skin tones**—There are three basic skin tones.
  - **Fair Skin**—Fair-haired and light-eyed people, usually having blue eyes, with pink undertones to the skin

- **Dark Skin**—Dark-haired, dark-eyed people with beige yellow undertones. Dark skin may range from pale golden tan to dark tones with brown or blue undertones
- **Oriental skin**—Usually dark-eyed people with undertones ranging from pale ivory to beige

OBJECTIVE 3 **Distinguish between shadowing and highlighting techniques.**

If an area is too large—shade it, if an area is too small—highlight it. Shadowing is done by applying a shader to an imperfect feature to disguise or correct it. Highlighting is done by applying a highlighter to a good feature to make it stand out. Shadowing and highlighting should be subtle and unnoticed. Careful attention must be given when applying highlighters or shaders. The color or shade must be no more than 1 or 2 shades lighter or darker than the client's foundation.

Shadowing and Highlighting Techniques

- **Shadowing**—After the foundation is applied, use a foundation or a neutral blush that is a shade or two darker than the main base. Apply the shader to any area you want to hide. Shaders make features appear hollow. Shaders applied to the hollow of the cheek make the cheekbones appear more prominent and the cheeks less full.
- **Highlighting**—After the foundation is applied, a foundation or pearlized powder that is a shade or two lighter than the main base is used. Highlighter is used to make a feature appear more prominent. Highlighter applied to the cheekbones makes the cheekbones appear more prominent.

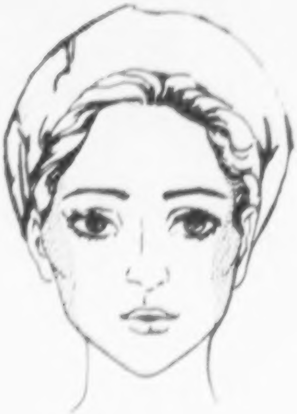
OBJECTIVE 4 **Discuss corrective foundation techniques.**

Correcting facial shapes is done using different shades of foundations. Blending different shades is important. If not properly blended the line of demarcation will make the corrective technique obvious.

Corrective foundation techniques for facial shapes

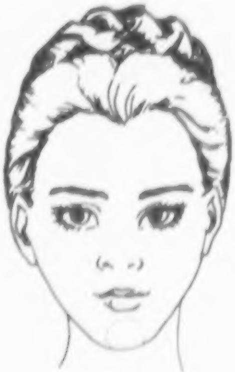
- **Diamond shape**—Apply a darker foundation on the wide part of the cheekbones and blend well. Apply a lighter foundation to the chin and forehead area to make them appear larger.

  FIGURE 1



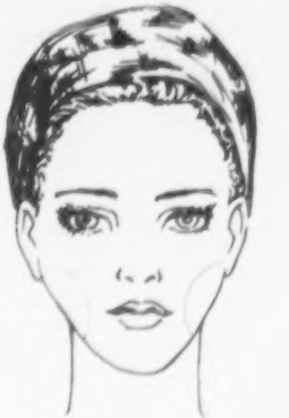
- **Heart shape**—Apply a lighter foundation to the chin and around the jawline to make it appear larger. Darker foundation is applied on the sides and top of the forehead near the hairline.

  FIGURE 2



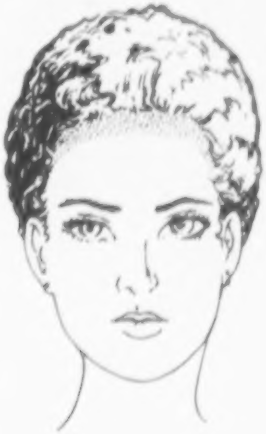
- **Inverted triangle shape**—A light shade is applied to the center of the jaws. A darker shade is applied to the forehead area just below the hairline.

FIGURE 3



- **Oblong shape**—Apply a darker foundation across the forehead near the hairline.

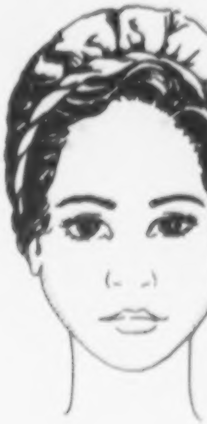
FIGURE 4



- **Oval shape**—No shading with foundation should be required.

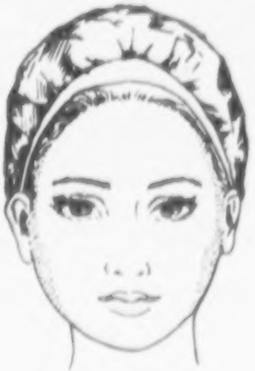
- **Pear shape**—Apply a darker foundation to wide area above and under the cheeks and along the jawline. A lighter shade is applied to the forehead around the hairline.

FIGURE 5



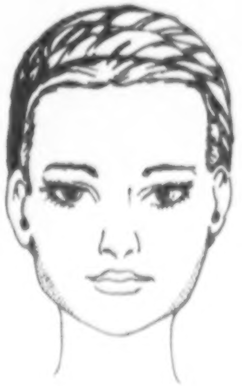
- **Round shape**—Apply darker foundation from the temples to the jawline and the sides of the forehead.

FIGURE 6



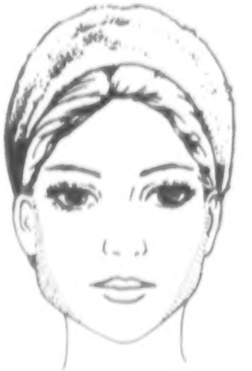
- **Square shape**—Apply a darker shade of foundation to both sides of the jawline area.

FIGURE 7



- **Triangle shape**—Apply a darker foundation in the jaw area. Apply a lighter foundation at the forehead, cheekbones, and between the eyes.

FIGURE 8



- **Convex profile**—Use a lighter foundation on the chin and along the hairline. Darker foundation may be applied down the middle of the nose.
- **Concave profile**—use a darker foundation to the temples, forehead and chin area. Apply a lighter foundation down the center of the nose stopping at the tip.

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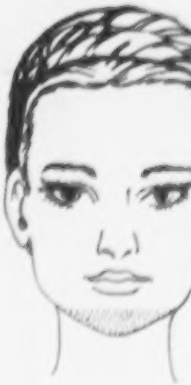
FIGURE 9



- **Unbalanced profile**—Use a lighter foundation to highlight good features and apply darker foundation to areas that protrude or are exaggerated.

OBJECTIVE 5

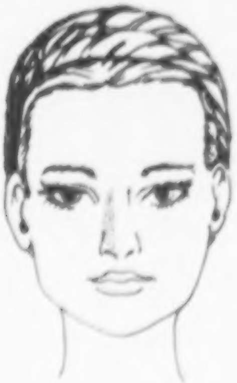
Match nose shapes to the corrective technique.

There are five common problems of the nose. They are the crooked nose, hooked nose, short nose, long nose, and the broad nose. All of these problems can be camouflaged with shaders and highlighters.

Correcting the shape of the nose

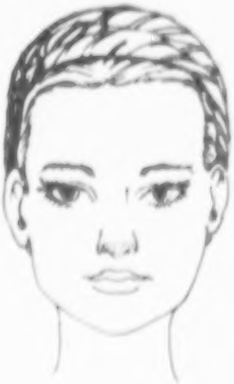
- **Crooked nose**—Shade the side that the nose turns to. Highlight a thin straight line down the center of the nose and do not follow the curve of the nose. This will make the nose appear to be straight.

FIGURE 10



- **Hooked nose**—Apply a shader to the area that is hooked or protruding. Apply a highlighter directly below the shader and blend well. This makes the nose appear straight and even.
- **Short nose**—Apply highlighter straight down the center of the nose and under the tip. This will make the nose appear longer.
- **Long nose**—Apply shader over the nostrils and the tip of the nose. This will make the nose appear shorter.

FIGURE 11



- **Broad nose**—Shade the sides of the nose and apply a thin straight highlight line down the center of the nose. This will make the nose appear thinner.

OBJECTIVE 6

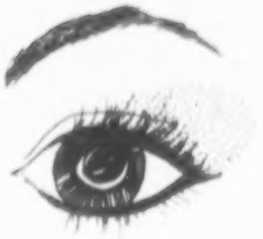
Describe corrective eye make-up techniques.

The various problems found in the eye area can be corrected with eye shadows and eyeliners. Properly applied make-up can make close-set eyes look further apart and small eyes look larger.

Corrective eye make-up

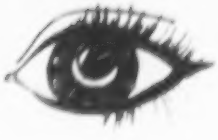
- **Close-set eyes**—Apply a highlighter or light shade at the inner corner of the eye. Place a darker shade of eyeshadow from the center of the eye and extend it past the outer eye area.

FIGURE 12



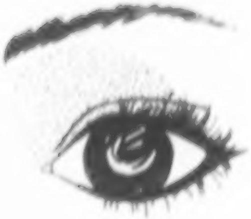
- Apply liner from close to the inner corner of the eye to the outer corner.

FIGURE 13



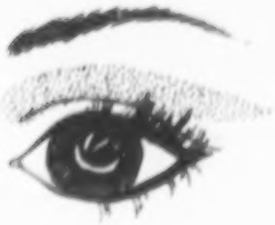
- **Wide-set eyes**—Apply dark shadow to the inner corner of the eye. Blend a lighter shade at the outer corner of the eye. Place eyeliner near the tear duct and lightly bring it out to the corner of the eye.

FIGURE 14



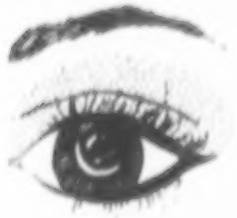
- **Drooping eyes**—Shade the area across the crease of the eyelid and blend outward. Apply a lighter shade to the eyelid and directly under the arch of the brow. Apply eyeliner thinly and gradually thicken only at the outer edge to give the eye a lift.

FIGURE 15



- **Bulging or protruding eyes**—Apply brown, grey, or deep plum shades to the lash lines. Blend into softer tones up to the brow area. Apply highlighter to the brow bone if it does not protrude.

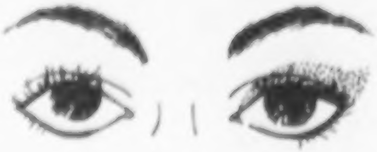
FIGURE 16



NOTE: Avoid pearlized or shiny shadows on protruding eyes.

- **Heavy-lidded eyes**—Apply dark shadow across the heavy part of the eyelid from the lash line to the crease. Apply a highlighter to the brow bone.

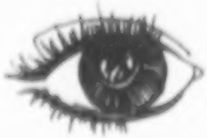
  FIGURE 17



- **Small eyes**—Apply shadow beyond and below the eye. Apply eyeliner to top and bottom lashes but do not let the outer corners meet.

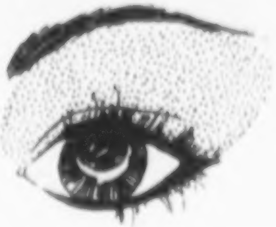
  NOTE: The open end method of applying eyeliner makes the eye appear larger because of the contrast between the dark liner and the white of the eye.

  FIGURE 18



- **Deep-set eyes**—Apply a light shadow to the entire eyelid area. Apply a thin eyeliner extending the outer corners outward.

FIGURE 19



- **Dark circles under the eye**—Apply a light foundation to the dark area and blend well.

OBJECTIVE 7

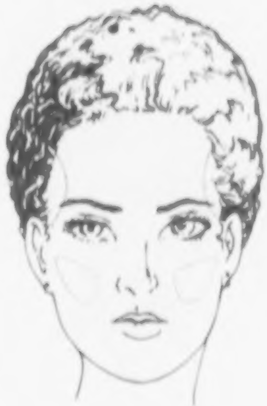
Discuss corrective steps for applying blush and powder.

Besides using foundation, blush and powder can be used to correct facial shapes. Blush can make the cheekbones more prominent or less protruding. Pearlized powders can be used as highlighter.

Applying corrective blush and powder

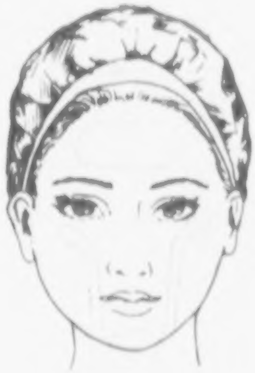
- **Diamond shape**—Apply blush at the center of the eyes and blend up and out over the cheekbones to the hairline. Apply pearlized powder to chin and forehead.
- **Heart shape**—Apply blush to the cheekbone from center of the eye up and out to the hairline. Apply pearlized powder to the chin.
- **Inverted triangle shape**—Apply blush and powder as you would for a heart-shaped face.
- **Oblong shape**—Apply blush directly below cheekbone at the outer corner of the eye. Blend toward the sides. Place pearlized powder at the temples and cheek area.

FIGURE 20



- **Oval shape**—Apply blush on the cheekbone from the center of the eye up and out to the hairline.
- **Pear shape**—Apply blush directly under the cheekbone from the center of the eye and out to the sides. Apply pearlized powder to the cheekbone and forehead.
- **Round shape**—Apply blush from the center of the eye and blend upward along the cheekbone to the hairline. Apply pearlized powder to chin, forehead, and the center of the face.

FIGURE 21



- **Square shape**—Apply blush and powder the same as for a round face.

- **Triangle shape**—Apply blush and powder the same as for a pear face.

OBJECTIVE 8 **Identify corrective lip techniques.**

Various lip problems can be corrected when make-up is applied properly. When correcting the lips, the best results come with the lip color applied with a lip brush.

- **Full lips**—Apply foundation or opaque make-up to the entire mouth. Softly outline the lips with a lip pencil inside the natural lip line. Fill in the area with a medium lip color and blend with the liner.

  NOTE: Avoid light or pearlized colors on full lips.

- **Wide lips**—Draw a light outline of the lips just inside the corners of the mouth. Blend a lighter shade of lip color or gloss in the center of the lips.

- **Cupid's bow**—Round the peaks of the upper lips with a lip pencil and fill in with a darker lip color. Blend a lighter shade of lip color on the sides of the lips to give a wider appearance.

- **Uneven lips**—Outline lips with a lip pencil balancing both sides of the lips. Fill in with lip color.

  NOTE: Applying foundation to the lips before the color will hide areas of the lips not being colored.

- **Drooping corners**—Outline lips with a lip pencil bringing the corners upward. Fill in with lip color.

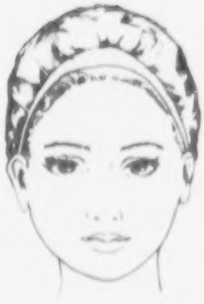
- **Thin upper lip**—Outline the upper lip just outside the lip line with a lighter shade of color than on the lower lip. Fill in with a medium shade of lip color. Blend well.

- **Thin lower lip**—Outline the lower lip with a lighter pencil just outside the lip line. Use a darker liner on the upper lip. Fill in with a medium shade of lip color and blend well.

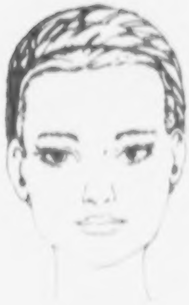
- **Both lips thin**—Outline lips slightly outside the lip line with a darker color. Fill in with a lighter shade and lip gloss.

TM 1

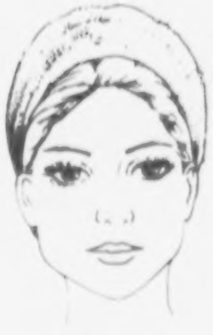
Facial Shapes



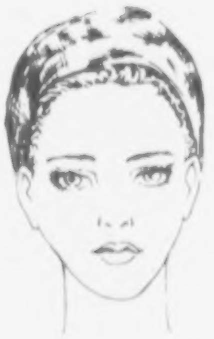
Round



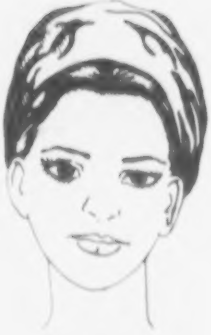
Square



Triangle

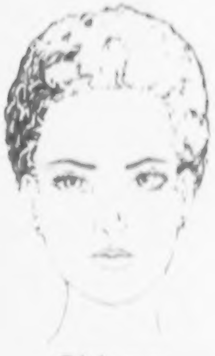


Inverted Triangle

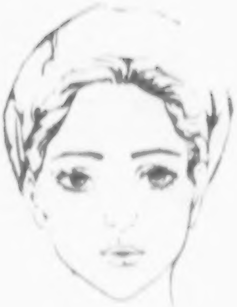


Uneven

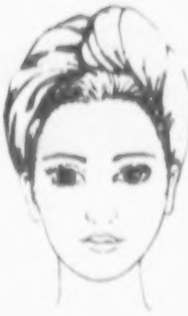
Facial Shapes
(Continued)



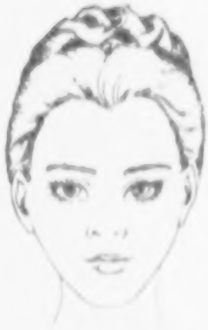
Oblong



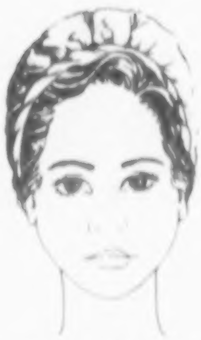
Diamond



Oval

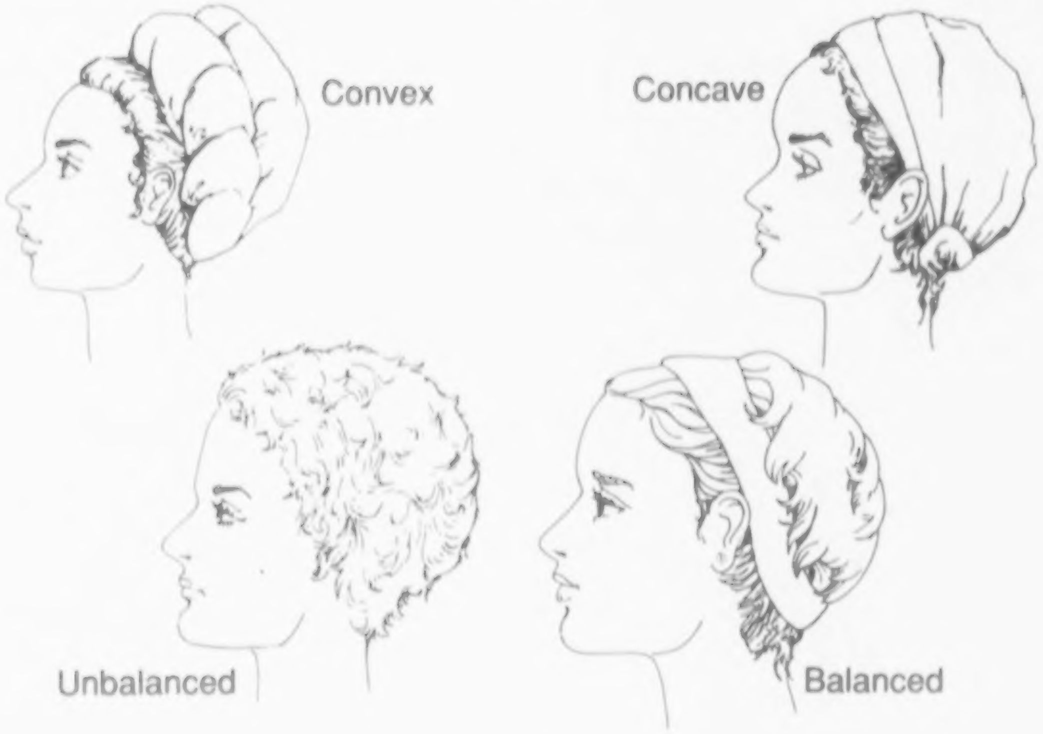


Heart Shape

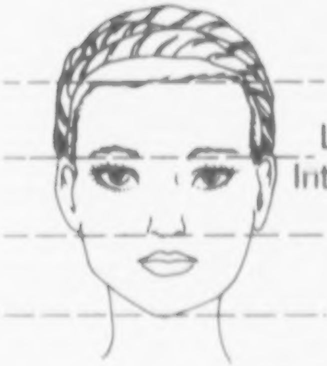


Pear Shape

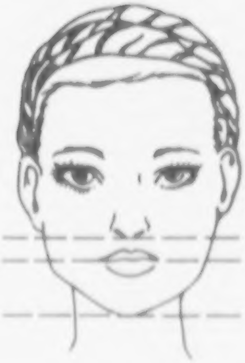
Facial Profiles


Convex
Concave
Unbalanced
Balanced

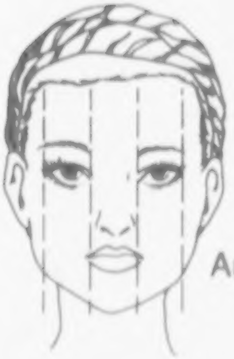
Facial Proportions



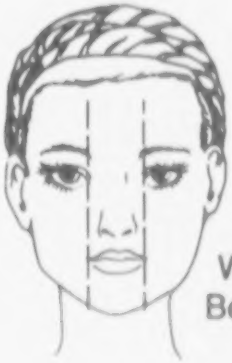
Length Divided Into Three Areas



Mouth Area Divided Into Three Areas



Area Across Divided Into Three Areas



Width of One Eye Between Each Eye

APPLYING CORRECTIVE MAKE-UP

NAME ______________________________ SCORE _______

OBJECTIVE 9

Analyze the face. In each of the following case studies, write the correct answers in the blanks.

1. Mrs. Brown has a large forehead that protrudes with a widow's peak in the middle. Her chin is narrow but slightly rounded. She has pink undertones to her skin.

   a. Facial shape ______________________________

   b. Facial profile ______________________________

   c. Skin tone ______________________________

2. Martha has an extremely long face that protrudes at both the forehead and the chin. She has pale ivory undertones to her skin and dark eyes.

   a. Facial shape ______________________________

   b. Facial profile ______________________________

   c. Skin tone ______________________________

3. Susan has a wide angular chin and forehead. Her nose area protrudes past her chin and forehead. she has very light colored skin with pink undertones.

   a. Facial shape ______________________________

   b. Facial profile ______________________________

   c. Skin tone ______________________________

4. Ms. Smith's face is slightly wider at the cheek area and is equally proportioned. Her skin is a pale golden tan color.

   a. Facial shape ______________________________

   b. Facial profile ______________________________

   c. Skin tone ______________________________

ASSIGNMENT SHEET 1

1. a. Heart
   b. Unbalanced
   c. Fair
2. a. Oblong
   b. Concave
   c. Oriental
3. a. Square
   b. Convex
   c. Fair
4. a. Oval
   b. Balanced
   c. Dark

JOB SHEET 1

APPLYING CORRECTIVE MAKE-UP

VI

OBJECTIVE 10a

Apply corrective foundation.

INTRODUCTION

When correcting the face shape with foundation, the desired goal is to have an oval shaped face.

TOOLS AND EQUIPMENT

- Clippies
- Towels
- Reclining chair
- Stool
- Spatula
- Shampoo cape or shop gown

SUPPLIES

- Moisturizer
- Foundation, 3 close shades
- Face powder
- Cotton pledgets
- Neck strips
- Tissues
- Facial sponges

PROCEDURE

1. Drape the client for a facial service.
2. Using a neck strip, pull the client's hair away from the client's face.
3. Wash your hands.

5. Dot on proper shade of foundation and blend into the skin with a slightly damp facial sponge.

6. Apply the shader to the area of the nose you wish to camouflage.

   NOTE: The shader should only be one or two shades darker than the client's skin tone.

7. Blend the shader into the foundation.

8. Apply the highlighter to the area you wish to bring out or appear longer.

9. Blend the highlighter into the foundation.

10. Lightly dust the face with the loose powder and the cotton pledget.

11. Have the instructor evaluate your work.

JOB SHEET 3

APPLYING CORRECTIVE MAKE-UP

VI

OBJECTIVE 10c

Apply corrective eye make-up.

INTRODUCTION

Eye make-up should not over power the eye but should enhance the eye. Applying the shades in the proper way will make the eyes the focal point of the face.

TOOLS AND EQUIPMENT

- Shampoo cape or shop gown
- Towels
- Eye brush
- Make-up brush

SUPPLIES

- Moisturizer
- Foundation
- Loose face powder
- Cotton swabs
- Eye shadow, light shade and dark shade
- Eye liner
- Mascara
- Eyebrow pencil
- Neck strips
- Sponge applicators

PROCEDURE

1. Drape the client for a facial service.
2. Wash your hands.

   NOTE: Apply moisturizer, foundation, and loose powder to the client, if client is not wearing any.

3. Using the make-up brush or a sponge applicator, apply the light shade of eye shadow to the area of the eye you wish to bring out or make more prominent.

4. Apply the darker shade of eye shadow to the area of the eye you wish to deemphasize or set back.

5. Blend the eyeshadows together with a make-up brush.

6. Apply the eyeliner in the fashion best suited for the particular eye problem you wish to correct.

7. Apply mascara to the upper and lower lashes.

8. Using an eyebrow pencil, fill in the eyebrow area.

9. Have the instructor evaluate your work.

JOB SHEET 4 — APPLYING CORRECTIVE MAKE-UP

VI

OBJECTIVE 10d

Apply corrective blush and powder.

INTRODUCTION

Blush and pearlized powder can be used to make the cheekbones more prominent or slim down full cheeks. Pearlized powder also makes small facial features to stand out.

TOOLS AND EQUIPMENT

- Shampoo cape or shop gown
- Towels
- Make-up brushes

SUPPLIES

- Moisturizer
- Foundation
- Loose face powder
- Pearlized powder
- Blush
- Cotton pledgets
- Neck strips

PROCEDURE

1. Drape the client for a facial service.
2. Wash your hands.

   NOTE: Apply moisturizer, foundation and loose powder, if client is not wearing any.

3. Apply blush to the cheek area you wish to hollow out or deemphasize.
4. Blend the blush into the foundation so that there is no line of demarcation.

5. Apply the pearlized powder to the areas of the face you wish to emphasize or have stand out. These areas may be the forehead, the chin, or the cheekbones.

6. Blend the pearlized powder into the foundation to eliminate any line of demarcation.

7. Have your instructor evaluate your work.

JOB SHEET 5

APPLYING CORRECTIVE MAKE-UP

VI

OBJECTIVE 10e

Apply corrective lip techniques.

INTRODUCTION

The success of corrective lip techniques lies in the lining of the lips.

TOOLS AND EQUIPMENT

- Neck strips
- Shampoo cape or shop gown
- Clippies
- Towels
- Tissues
- Lip brush

SUPPLIES

- Moisturizer
- Foundation
- Face powder
- Lip pencil
- Lipstick
- Lip gloss
- Cotton swabs

PROCEDURES

1. Drape the client for a facial service.
2. Wash your hands.

   NOTE: Apply moisturizer, foundation, and loose powder to face and lips, if client is not already wearing any.

3. **Having the client slightly open her mouth, gently trace the outline of the desired lip shape with the lip pencil.**

   NOTE: **When tracing the outline of the lip, always begin at the center of the lips and work your way out to either side.**

4. Apply a dark lip color to the area of the lip you want to look smaller.
5. Apply a light lip color or a lip gloss to the area of the lip you want to look larger.
6. Blend the lip colors together with a lip brush.
7. Blot the lips on a tissue to remove excess color.
8. Have the instructor evaluate your work.
9. Clean up your work area and sanitize the implements.

PRACTICAL TEST 1 — APPLYING CORRECTIVE MAKE-UP — VI

JOB SHEET 1

Apply corrective foundation.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Gathered materials.	____	____
2. Draped client.	____	____
3. Pulled hair back.	____	____
4. Washed hands.	____	____
5. Dotted on moisturizer.	____	____
6. Selected foundation shade.	____	____
7. Dotted on foundation.	____	____
8. Blended with facial sponge.	____	____
9. Dotted on light foundation.	____	____
10. Blended with facial sponge.	____	____
11. Dotted on dark foundation.	____	____
12. Blended with facial sponge.	____	____
13. Dusted with powder.	____	____
Total	____	____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4	3	2	1
Draped Patron				
	4	3	2	1
Foundation: Light and dark applied and blended with no line of demarcation and shading and highlighting in appropriate places.				Foundations not blended, line of demarcation, shading and highlighting in inappropriate places.
	4	3	2	1
Powder: correct shade with matted finish				Unevenly applied powder; incorrect shade.

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program; limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process; but is unable to perform job

PRACTICAL TEST 2

APPLYING CORRECTIVE MAKE-UP

VI

JOB SHEET 2

Correct the shape of the nose.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Gathered materials.	_____	_____
2. Draped client.	_____	_____
3. Pulled hair back.	_____	_____
4. Washed hands.	_____	_____
5. Dotted on moisturizer.	_____	_____
6. Applied foundation.	_____	_____
7. Applied shader to nose.	_____	_____
8. Blended into foundation.	_____	_____
9. Applied highlighter.	_____	_____
10. Blended into foundation.	_____	_____
11. Dusted the face with powder.	_____	_____
Total	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
	4	3	2	1
Balanced and proportioned nose				Unbalanced and unpropr-tioned nose.
	4	3	2	1
Shaded and blended face				Line of demarcation present.

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program; limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process; but is unable to perform job

PRACTICAL TEST 3

APPLYING CORRECTIVE MAKE-UP

VI

JOB SHEET 3

Apply corrective eye make-up.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Gathered materials.	____	____
2. Draped client.	____	____
3. Washed hands.	____	____
4. Applied light shadow to eye.	____	____
5. Applied dark shadow to eye.	____	____
6. Blended the shadows together.	____	____
7. Applied eye liner.	____	____
8. Filled in eyebrow area with eyebrow pencil.	____	____
9. Applied mascara.	____	____
Total	____	____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key). A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

4	3	2	1
Eye make-up in appropriate area, blended together			Line of demarcation, inappropriate placement of make-up.

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training
3 - Moderately skilled—Has performed job during training program; limited additional training may be required
2 - Limited skill—Has performed job during training program; additional training is required to develop skill
1 - Unskilled—Is familiar with process; but is unable to perform job

PRACTICAL TEST 4 — APPLYING CORRECTIVE MAKE-UP — VI

JOB SHEET 4

Apply corrective blush and powder.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Gathered materials.	_____	_____
2. Draped client.	_____	_____
3. Washed hands.	_____	_____
4. Applied blush to cheeks.	_____	_____
5. Blended into foundation.	_____	_____
6. Applied pearlized powder.	_____	_____
7. Blended the pearlized powder.	_____	_____
Total	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key). A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4	3	2	1
Blushes well blended				Line of demarcation present

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program; limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process; but is unable to perform job

PRACTICAL TEST 5

APPLYING CORRECTIVE MAKE-UP

VI

JOB SHEET 5

Apply corrective lip techniques.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Gathered materials.	_____	_____
2. Draped client.	_____	_____
3. Washed hands.	_____	_____
4. Traced the lip outline.	_____	_____
5. Applied dark lip color.	_____	_____
6. Applied light lip color.	_____	_____
7. Blended the lip colors.	_____	_____
8. Blotted the lips.	_____	_____
9. Cleaned up the work area.	_____	_____
Total	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key). A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4	3	2	1
Lip correctly outlined	4	3	2	1 Incorrect outline
Dark and light lip color applied in appropriate area	4	3	2	1 Color applied to incorrect area.

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled—Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program; limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process; but is unable to perform job

WRITTEN TEST

APPLYING CORRECTIVE MAKE-UP

VI

NAME ______________________________ SCORE ________

OBJECTIVE 1

Match terms associated with corrective make-up to their correct definitions. Write the letter of the correct answer in the blank.

____ 1. Upper lip peaks to a point

____ 2. Light or pearlized cosmetic shade used to emphasize good features

____ 3. Dark or matted cosmetic used to hide certain areas of poor features

____ 4. Disguise or conceal

____ 5. Area of the eye located just above the crease of the eyelid

____ 6. Area just under the eyebrow

____ 7. Cosmetic that does not reflect light and is not transparent or translucent.

a. Brow bone
b. Camouflage
c. Cupid's bow
d. Depth area
e. Highlight
f. Opaque
g. Proportion
h. Shader

OBJECTIVE 2

List factors for analyzing the face.

____

____

____

____

____

OBJECTIVE 3

Distinguish between shadowing and highlighting techniques. Write an "S" in the blank before the statement about shadowing and an "H" in the blank before the statement about highlighting.

____ 1. Use a cosmetic a shade or two darker than the base color and apply to areas you want to hide or to appear hollow.

____ 2. Use a cosmetic a shade or two lighter to make features appear more prominent.

OBJECTIVE 4

Discuss corrective foundation techniques for the following facial shapes and profiles.

Diamond ____

____

Heart and inverted triangle ______________________

____

Oblong ____

____

Pear and triangle ________________________________

____

Round and square ________________________________

____

Convex profile __________________________________

____

Concave profile _________________________________

____

Unbalanced ____________________________________

____

OBJECTIVE 5

Match nose shape to the correcting technique. Write the letter of the correct answer in the blank.

____ 1. Shade both sides with a thin highlight down the center

____ 2. Highlight down center and under the tip of the nose

____ 3. Shader to protruding area with highlight directly below the shader

____ 4. Shader over nostrils and tip of the nose

____ 5. Shade the side that turns it, highlight down the center

a. Broad

b. Crooked

c. Hooked

d. Long

e. Short

OBJECTIVE 6

Describe corrective eye make-up techniques.

Close-set eyes ______________________________

____

Wide-set eyes ______________________________

____

Drooping eyes ______________________________

____

Bulging or protruding eyes ______________________________

____

Heavy-lidded eyes ______________________________

____

Small eyes ______________________________

____

Deep-set eyes ______________________________

____

Dark circles ______________________________

____

OBJECTIVE 7

Discuss corrective steps for applying blush and powder to the following facial shapes.

Diamond ______________________________

____

Heart and Inverted triangle ______________________________

____

Oblong ______________________________

____

Pear and Triangle ______________________________

____

Round and Square ______________________________

____

OBJECTIVE 8

Identify corrective lip techniques. Write the name of the lip problem in the space provided.

______________ 1. Line top lip slightly outside lip line with light shade; fill in with medium shade

______________ 2. Line slightly inside lip line and fill with medium shade

______________ 3. Line lips to balance on both sides and fill in with color

______________ 4. Line top and bottom lips slightly outside lip line; fill with lighter lip color

______________ 5. Outline lips bringing the corners upward and fill with color

______________ 6. Round the peaks of the lips and fill in with color

______________ 7. Outline bottom lip slightly outside lip line with light shade and fill in with medium shade

______________ 8. Line the lips just inside the corners of the mouth; fill with color

NOTICE

The following Assignment Sheet and Job Sheets are not part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 9

Analyze the face. SCORE ________

OBJECTIVE 10

Demonstrate the ability to

a. Apply corrective foundation. RATING ______

b. Correct the shape of the nose. RATING ______

c. Apply corrective eye make-up. RATING ______

d. Apply corrective blush and powder. RATING ______

e. Apply corrective lip techniques. RATING ______

APPLYING CORRECTIVE MAKE-UP

OBJECTIVE 1

1. c
2. e
3. h
4. b
5. d
6. a
7. f

OBJECTIVE 2

- Facial shapes
- Facial profile
- Facial proportions
- Skin tones

OBJECTIVE 3

1. S
2. H

OBJECTIVE 4

- Diamond—darker foundation on the wide part of the cheekbones

  Lighter on the chin and forehead
- Heart and inverted triangle—darker on the sides and top of the forehead

  Lighter at the jawline and chin
- Oblong—darker across the forehead
- Pear and triangle—darker along the jawline and the cheeks.

  Lighter at the forehead
- Round and square—darker temples and jawline

  Lighter center of the face
- Convex profile—darker down the middle of the nose

  Lighter to the chin and forehead

- Concave profile—darker temples, forehead and chin

  Lighter down the center of the nose

- Unbalanced—darker to protruding areas

  Lighter to good or receding areas

OBJECTIVE 5

1. a
2. e
3. c
4. d
5. b

OBJECTIVE 6

- Close-set eyes—highlighter or light shade at the inner corner, darker shade from the center and extend past the outer eye area. Liner begins close to the inner corner.
- Wide-set eyes—dark shadow in the inner corner. Lighter shade at the outer corner. Liner near the tear ducts and lightly brought out to the end.
- Drooping eyes—shade across the crease of the eye. Lighter shade to the eyelid and brow bone. Eyeliner thinly and gradually thicken only at the outer edge.
- Bulging or protruding eyes—dark shades to lash lines. Softer tones at the brow bone.
- Heavy-lidded eyes—dark shadow across the heavy part of the lid from the lash line to the crease. Highlighter to the brow bone.
- Small eyes—shadow applied beyond and below the eye. Eyeliner in open end manner.
- Deep-set eyes—light shadow to the entire eyelid area. Thin liner extending to the outer corners and turning outward.
- Dark circles—apply light foundation to the dark area and blend well.

OBJECTIVE 7

- Diamond—blush center of the eyes, blend up and out over cheekbones

  Powder chin and forehead

- Heart and inverted triangle—blush center of the eye, blend up and out over the cheekbone

  Powder chin

- Oblong—blush outer corner of the eye, blend towards the sides

  Powder temples and cheek areas

- Pear and triangle—blush directly under cheekbones, from center of eye out to sides

  Powder cheekbones and forehead

- Round and square—blush center of the eye, upward along cheekbone

  Powder chin forehead and center of face

OBJECTIVE 8

1. Thin upper lip
2. Full lips
3. Uneven lips
4. Both lips are thin
5. Drooping lips
6. Cupid's bow
7. Thin lower lip
8. Wide lips

OBJECTIVE 9 Refer to answers to Assignment Sheet 1.

OBJECTIVE 10 Refer to Practical Tests for Job Sheets 1 through 5.